

# Teacher Workforce Report

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*Education Reform*

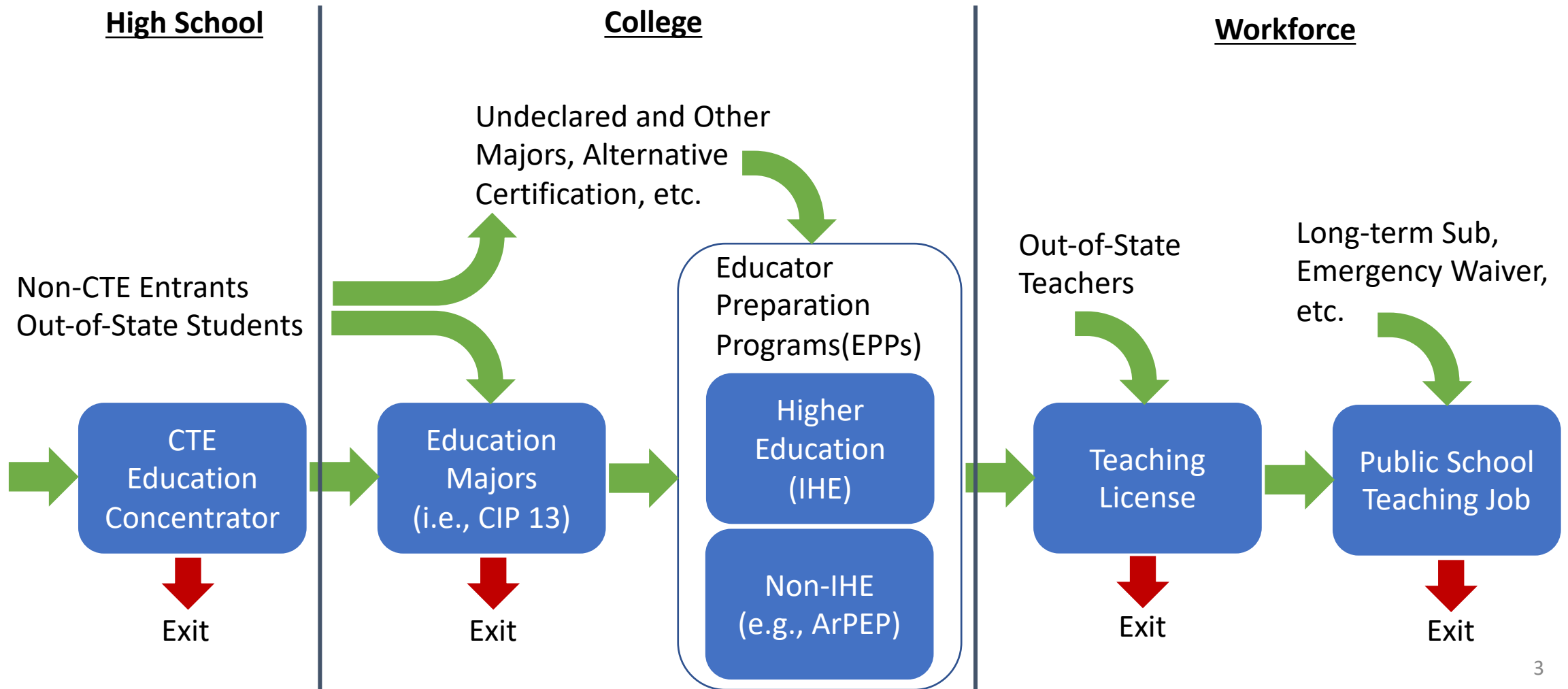
Office for  
Education  
Policy

# Newly linked state data will give us a more complete picture of the pipeline.

- We are using linked, longitudinal data from across state divisions to study the teacher pipeline.
- Arkansas has one of the most comprehensive dataset on the teacher pipeline in the country.
- ARData, the state data and analytics team, was instrumental in linking, deidentifying, and sharing these data.

- Division of Elementary and Secondary Education
  - High School Records
  - Career and Technical Education
  - Educator Prep Programs
  - Teacher Licensure
  - Novice Teacher Survey
  - Employment
  - Salary and Benefits
  - Student Academic Performance
- Division of Higher Education
  - Enrollment
  - Financial Aid
  - Major
  - Degree Completion
- Division of Workforce Services
  - Quarterly Wages and Employment
  - Industry

# The teacher pipeline is a complex system with many on- and off-ramps.



# Our goal is to help Arkansas use data and evidence to strengthen the teacher pipeline.

- Describe the teacher pipeline from high school through higher education and into the classroom;
- Explain how the pipeline has changed over time;
- Investigate how licensure policies influence quality and diversity;
- Highlight the leaks and potential barriers in the pipeline;
- Offer recommendations to strengthen the teacher workforce; and
- Help Arkansas Department of Education (ADE) set goals and monitor progress.



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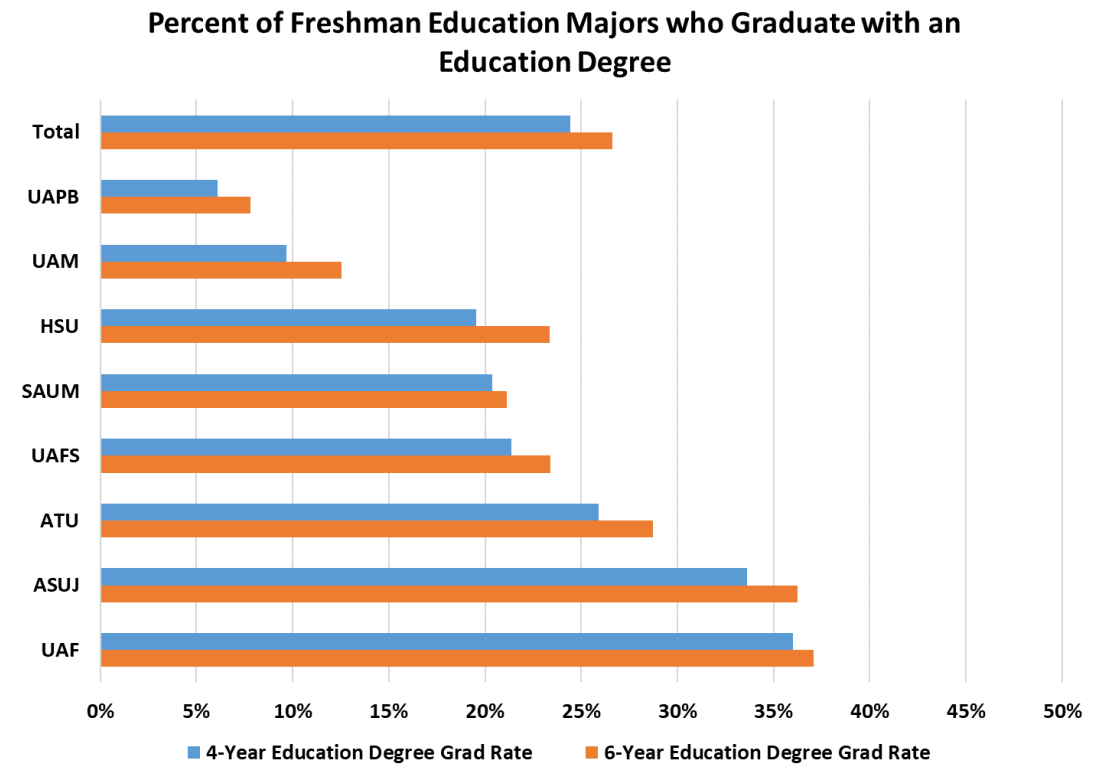
# Early Pipeline

# Key Takeaways

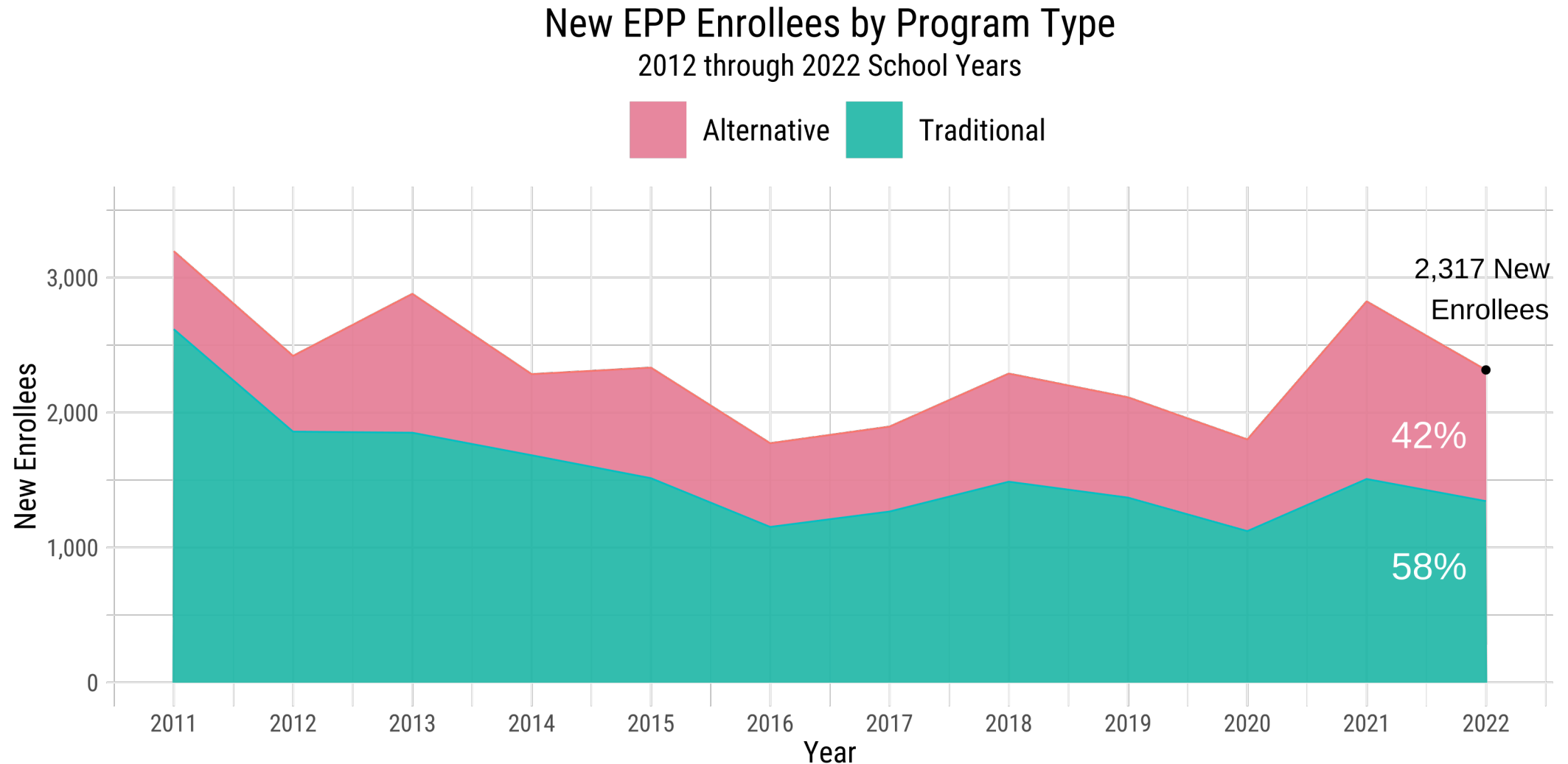
- Many who show initial interest in education don't end up in the classroom.
- Alternative preparation programs are playing a bigger role in teacher preparation.
- East Arkansas faces a particular migration challenge.
- Most Educator Preparation Program (EPP) enrollees complete but a significant portion don't work in Arkansas public schools.
- Part of the reason is that many are likely waiting on the right job in the right area.
- Teacher retention varies by training/licensure route.

# Arkansas freshman education majors graduate with education degrees at low rates.

- Only 27% of initial education majors(CIP 13) graduate with an ***education degree*** within 6 years.
- Few that show initial interest in education finish with an education credential.
- Students generally enter EPPs later in their college careers
- Colleges handle major declaration and EPP entry differently, and we need to better understand that context.
- There are likely important differences in how well supported college entrants interested in teaching are.

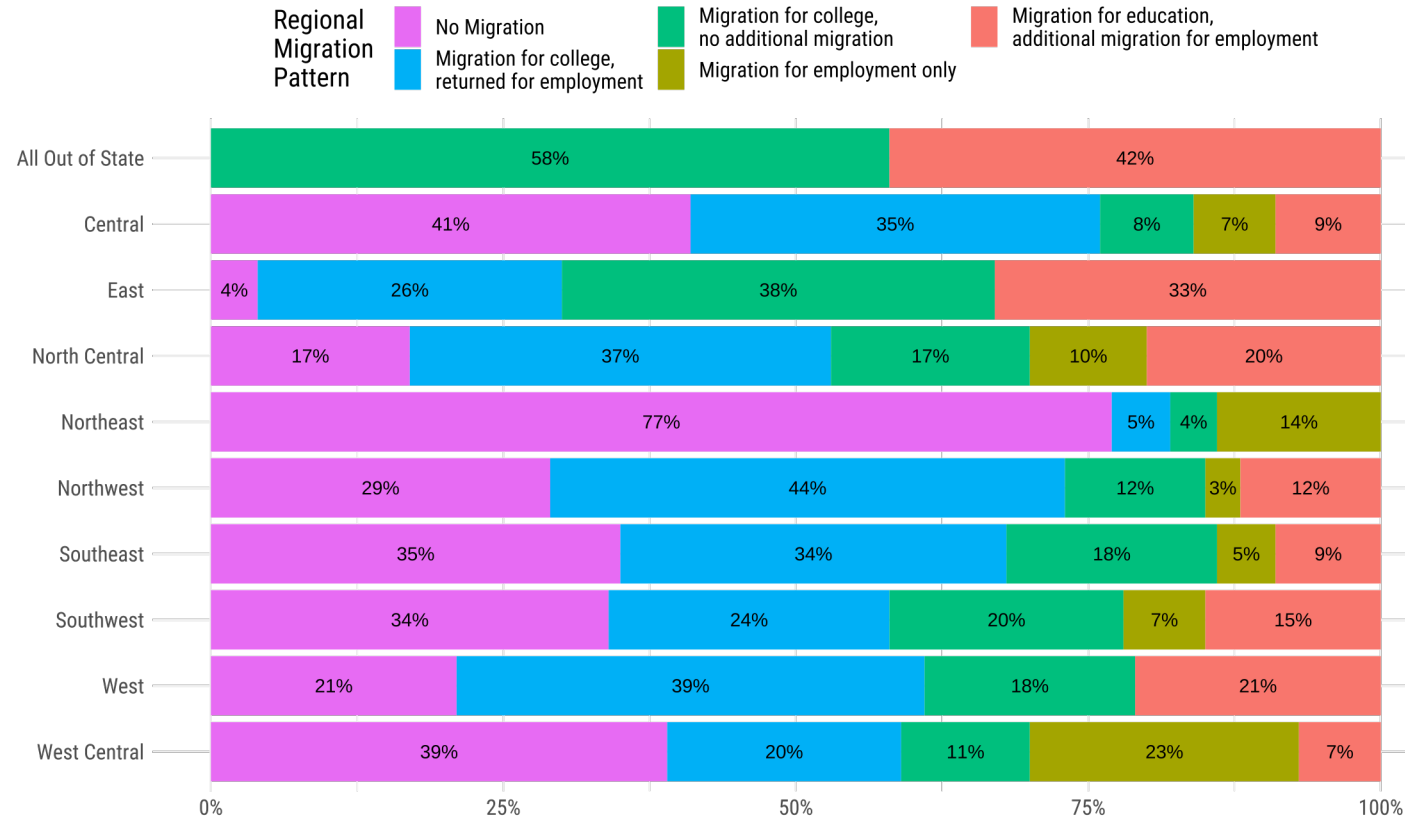


Alternative EPPs are enrolling an increasing share of new EPP entrants.

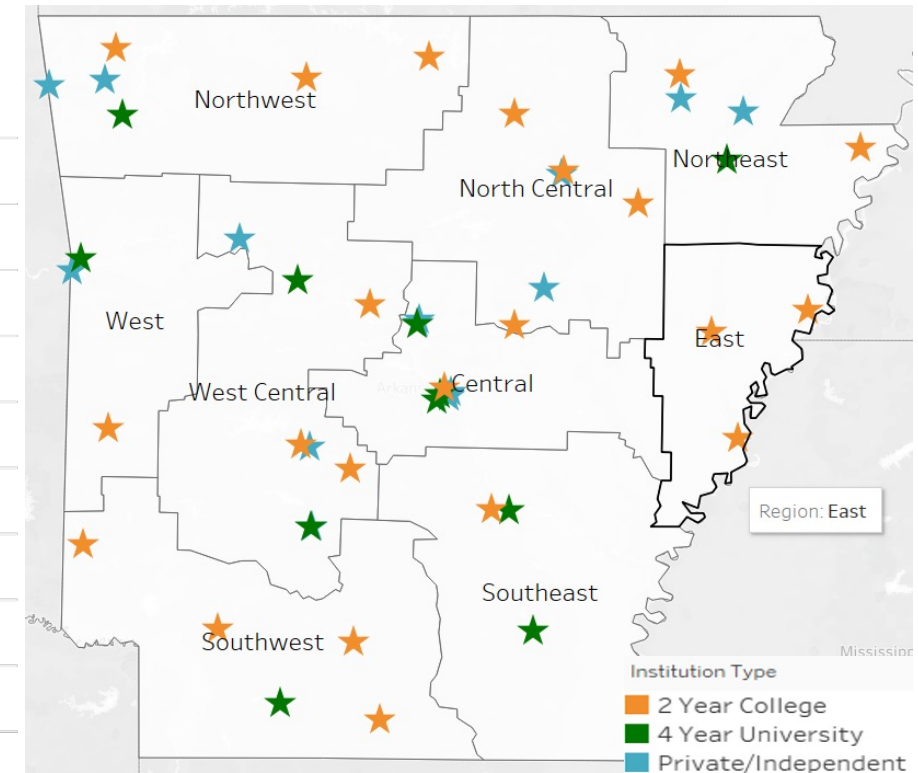


# Future educators often migrate from the eastern Arkansas for college and do not return.

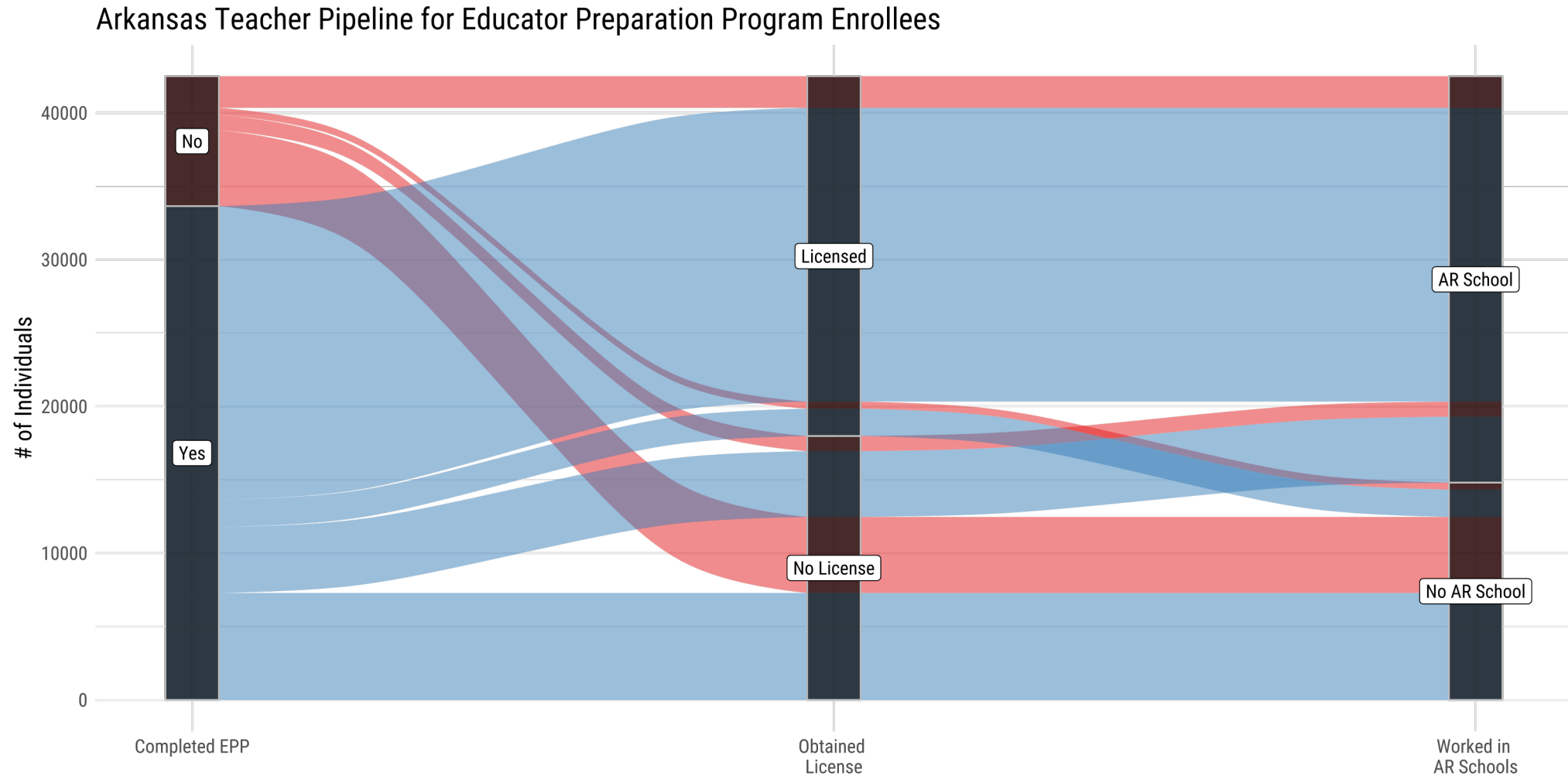
Migration from High School to College and Employment for those Working in Education Services



There are no 4-Year Postsecondary Institutions in the East Region



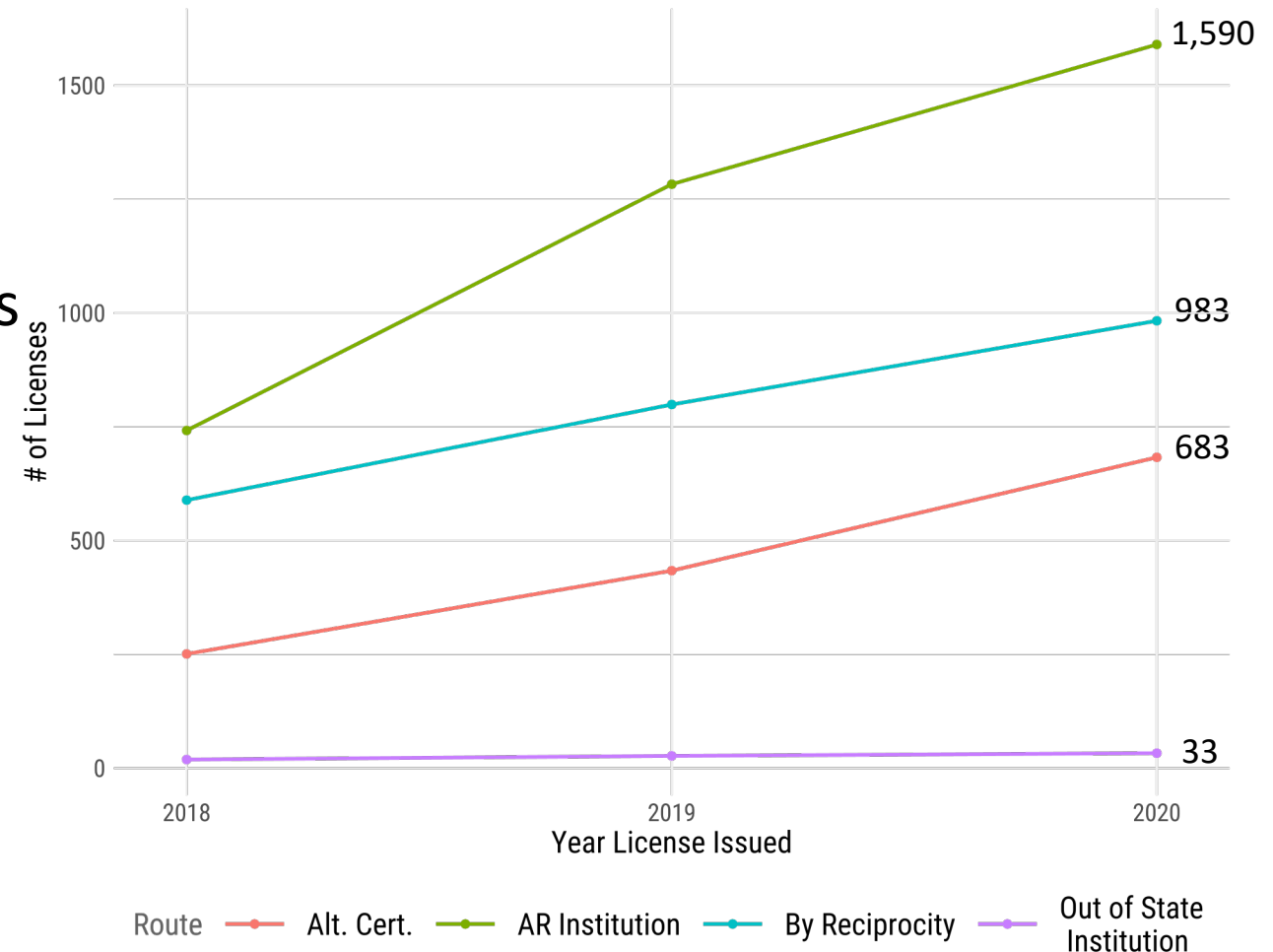
# Three quarters of EPP enrollees complete and more than half work in an AR public school.



Notes: The sample includes all EPP enrollees. AR School includes all enrollees who work in any role at an Arkansas **public** school after leaving an EPP.

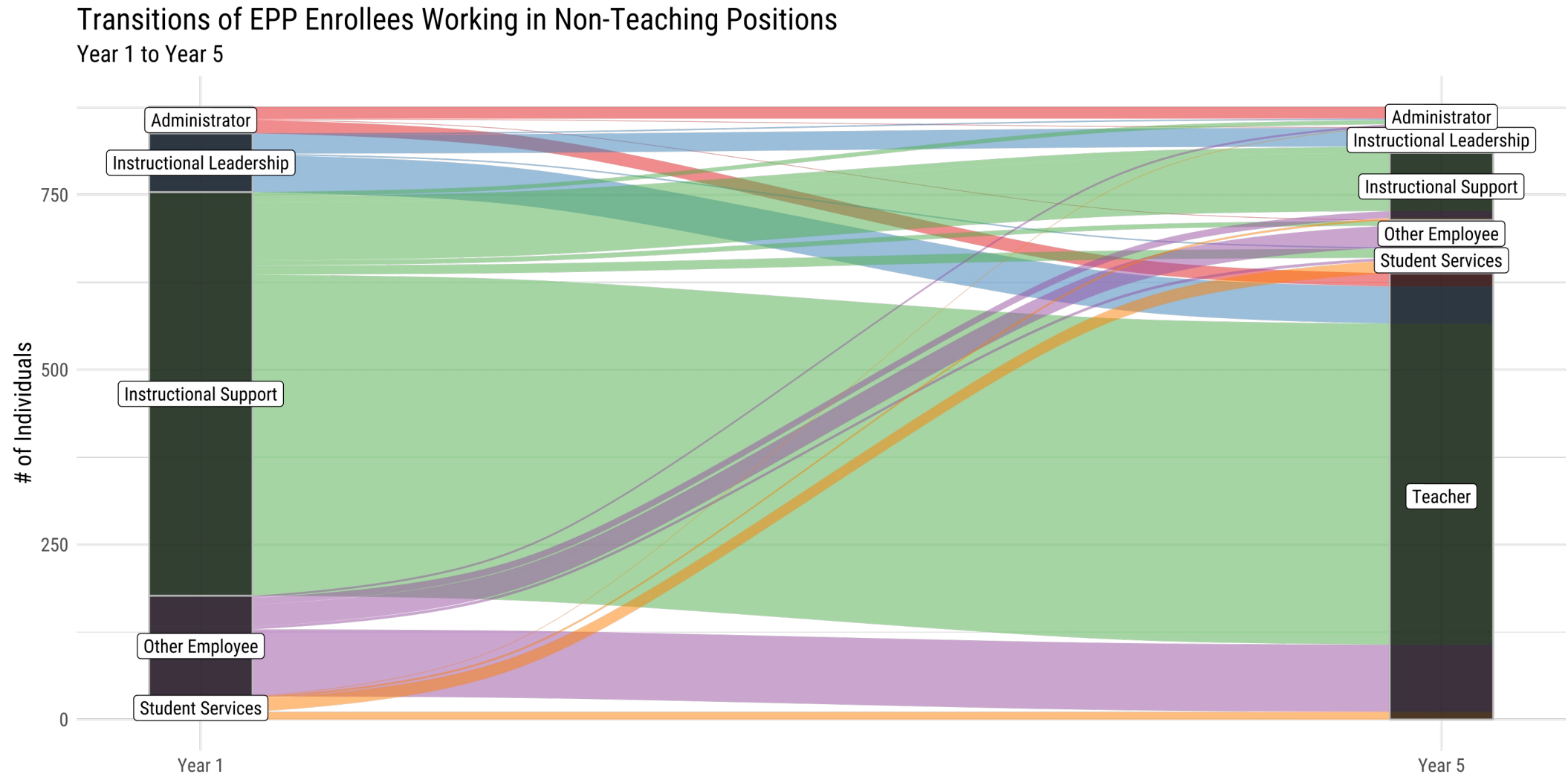
# Many licensed teachers are not teaching in Arkansas' public schools.

- From 2018-2020, 7,433 new teacher licenses have been issued.
- 29 percent (2,174) of these license holders have not been employed as teachers by AR public schools.
- Of those newly licensed teachers, the majority graduate from an in-state preparation program.
- Out-of-State reciprocity is the second largest source of new teachers.



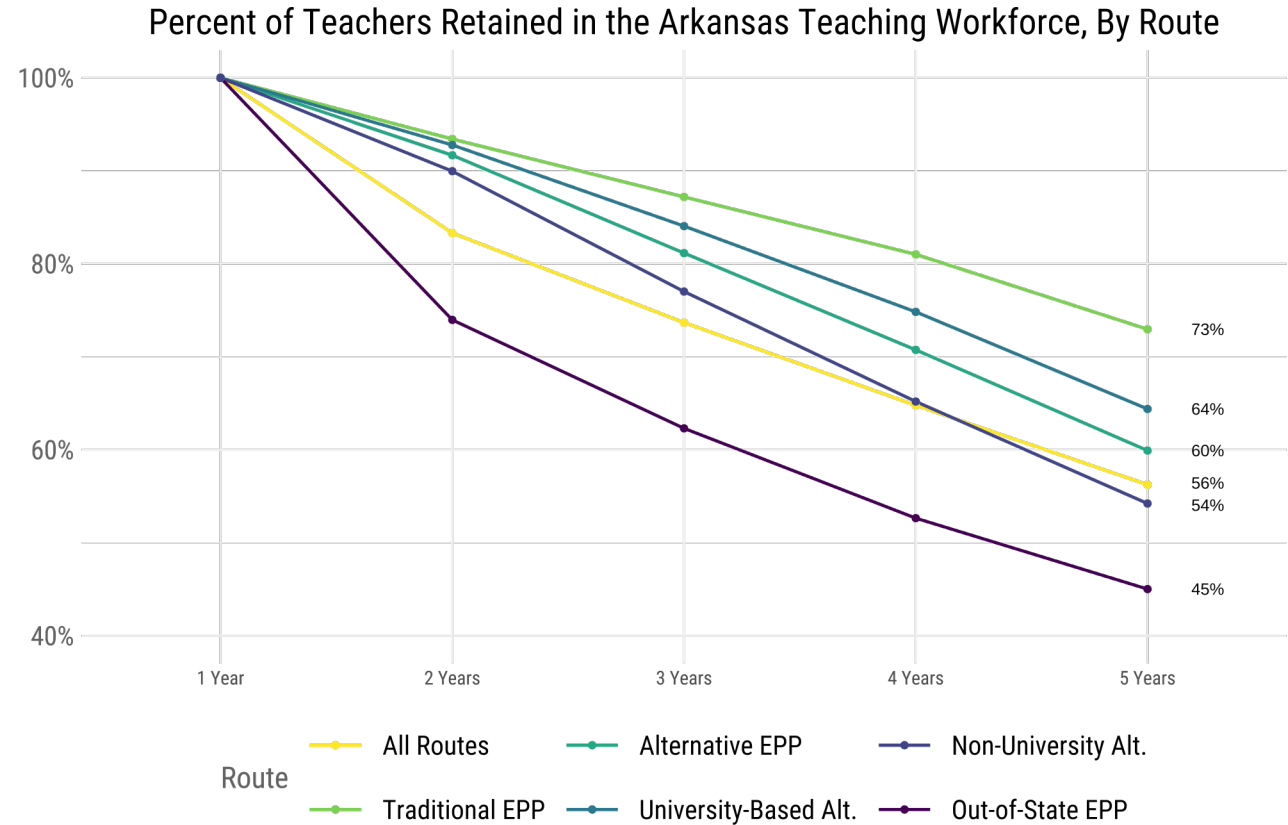


# Nearly 10 percent of EPP enrollees work in non-teaching roles but many transition into teaching.



# Teacher retention varies by training route.

- On average, 56 percent of teachers work for at least 5 years.
- Traditional EPPs have a 5-year retention rate of 73 percent.
- Other routes have lower retention rates.



Licensure Exams

Evidence suggests that licensure requirements are not always well aligned with workforce goals.

- We've documented the relatively low pass rates and sizeable race/ethnicity gaps for the Praxis content exams.
- Pass rates were generally lower and gaps larger for middle and secondary licensure exams.
- Exams can be a significant barrier to aspiring teachers.

# Digging deeper into the impact of Arkansas's licensure exams.

- In this report, we investigate pass rates and eligibility for the Alternative Assessment Plan (AAP) by educator preparation program (EPP) type.
- We find that:
  - Pass rates are relatively low across most content area tests;
  - Traditional EPP enrollees have higher scores than alternative EPP enrollees;
  - Black and Hispanic test takers pass at much lower rates; and
  - The AAP alternative score threshold significantly increases access.
- In future work, we will investigate:
  - the relationship between Arkansas licensure exam scores and classroom effectiveness and
  - the number of times candidates take various licensure exams.

# Alternative Assessment Plan

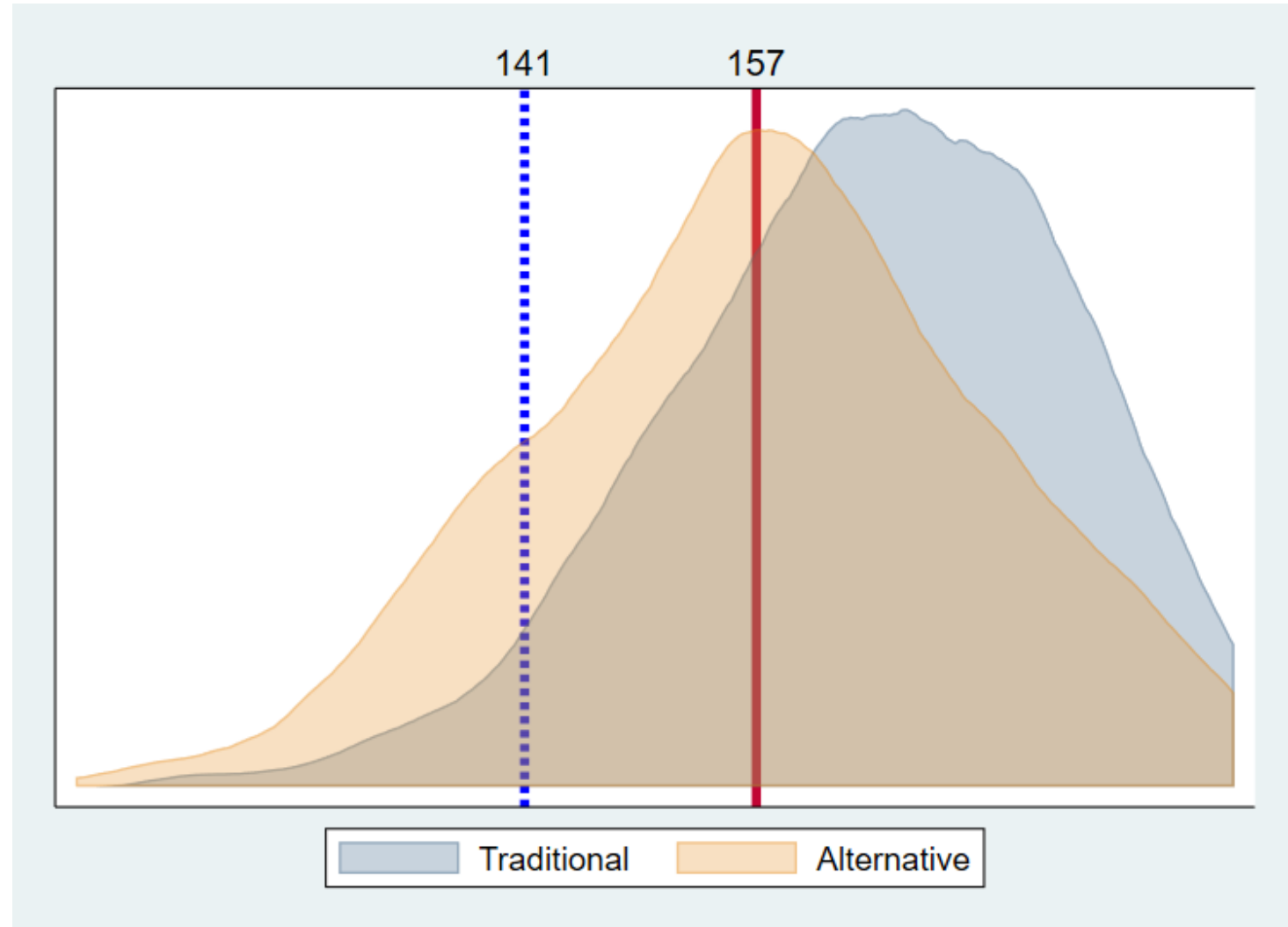
- Alternative Assessment Plans (AAP) allow aspiring teachers to work toward a standard license if they score within minus two (-2) standard error of measurement (SEM) of the passing score on the content area assessment.
- To be granted a standard license, aspiring teachers must complete:
  - An approved micro-credential or performance-based content assessment **and**
  - Three years of successful teaching experience in their content area.
- Roughly 300 aspiring teachers have used the AAP pathway since 2021.

# Praxis Score Distributions and Pass Rates

- The next few slides show the distribution of scores for a select group of Praxis content exams for test takers between 2020 and 2022.
- Blue area = scores for traditional EPPs
- Orange area = scores for alternative EPPs
- The vertical lines represent:
  - Blue dot (.....) = 2 Standard Error of Measurement (SEM) score and
  - Red solid (——) = passing score.
- The top of each vertical line is labeled with the score for each threshold.
- The table presents the percentage who pass and who score within -2 SEM and therefore are eligible for the AAP.

# Elementary Reading & Language Arts

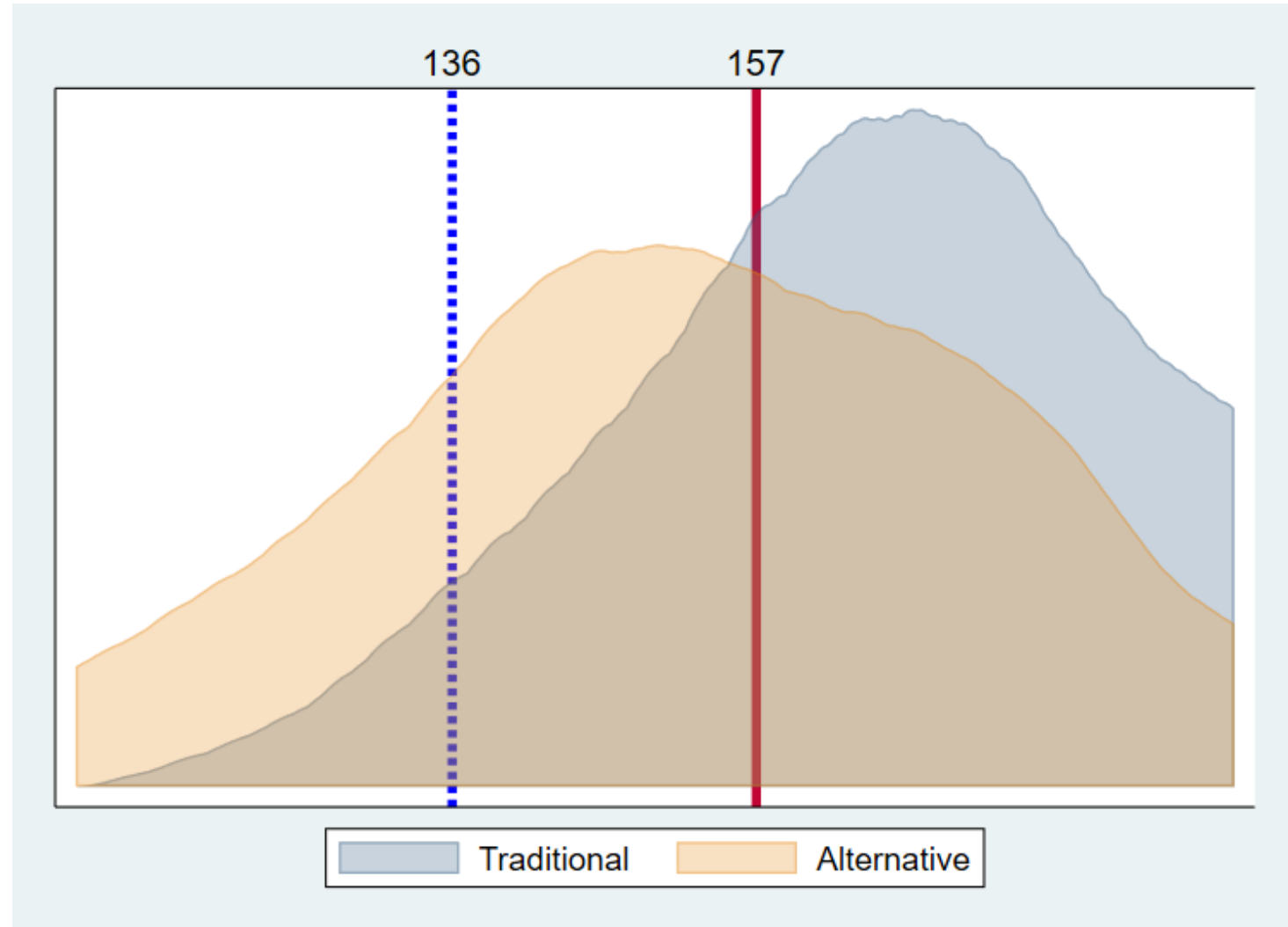
	Percent Passing	Percent > -2 SEM
Traditional	73	94
Alternative	54	84
Non-White	49	84





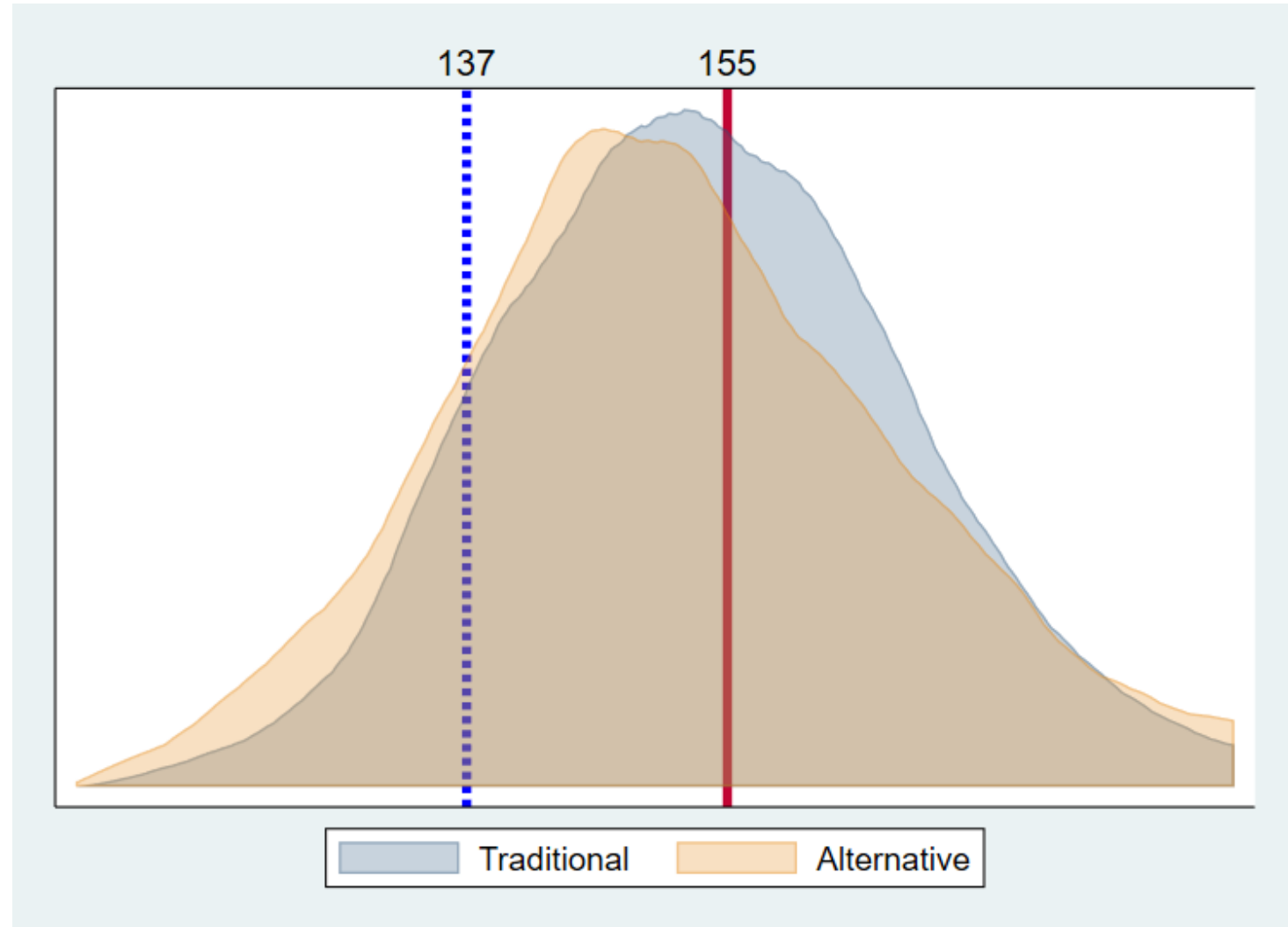
# Elementary Mathematics

	Percent Passing	Percent > -2 SEM
Traditional	71	92
Alternative	44	76
Non-White	44	75



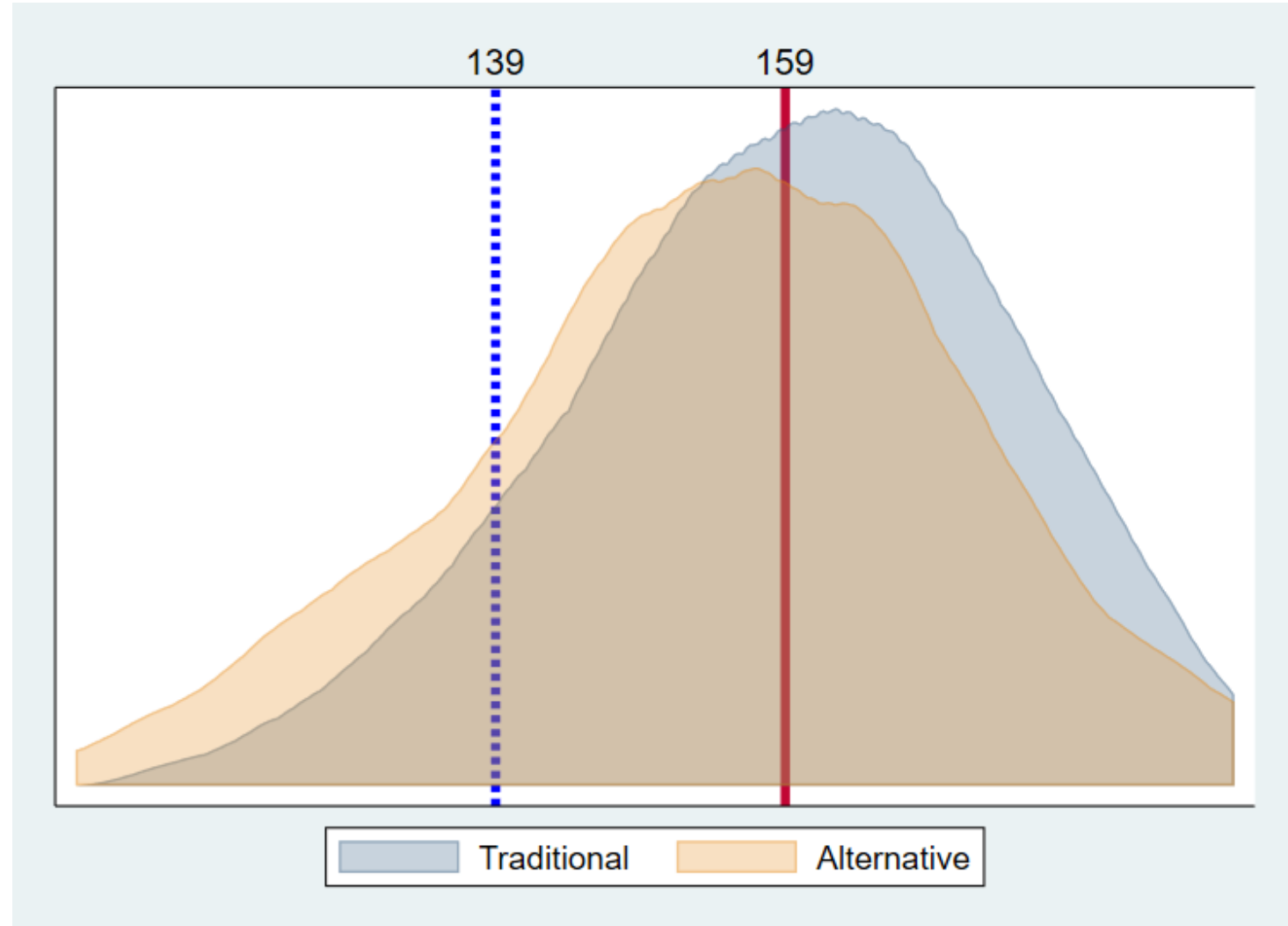
# Elementary Social Studies

	Percent Passing	Percent > -2 SEM
Traditional	46	87
Alternative	40	84
Non-White	33	79



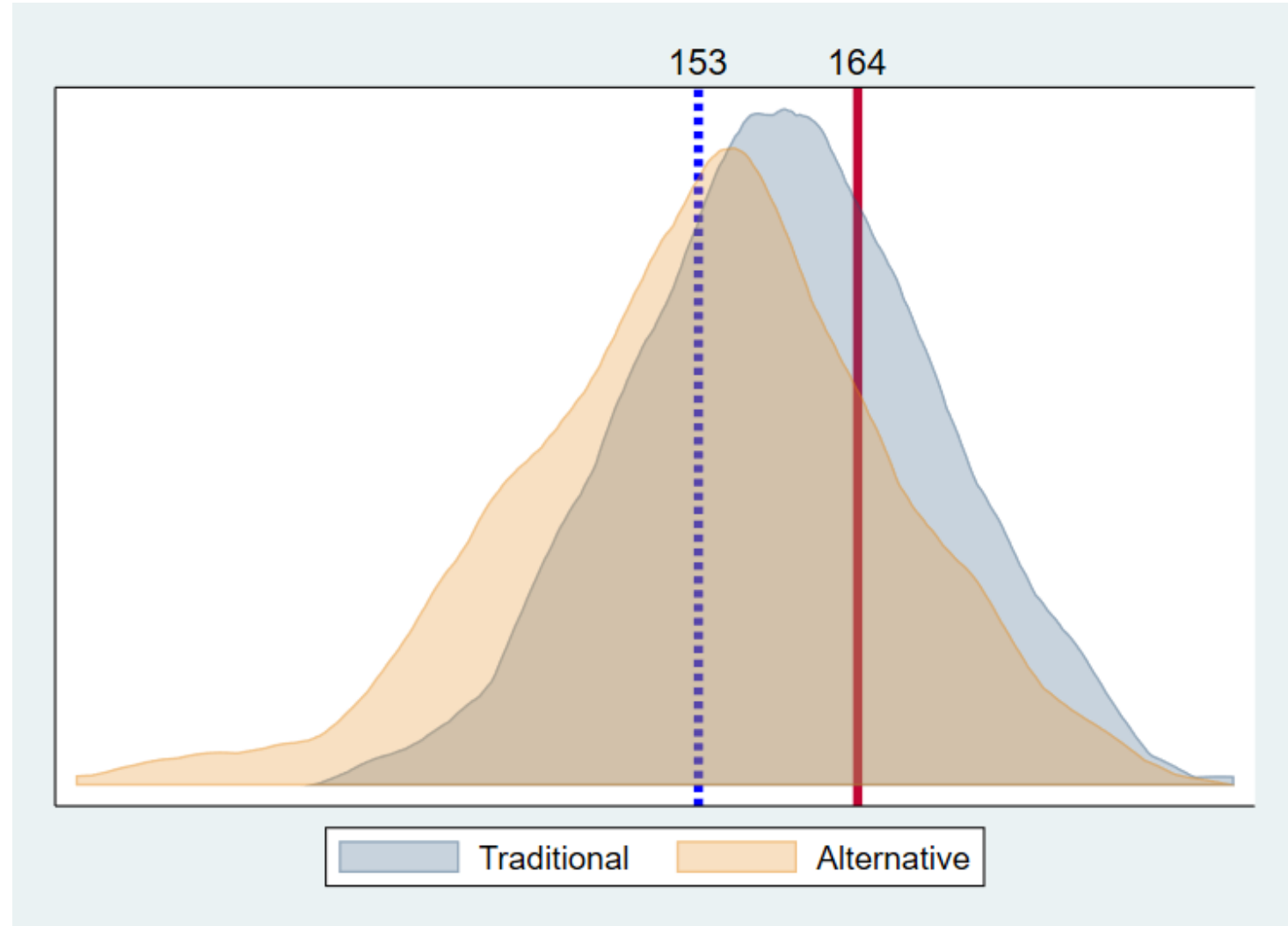
# Elementary Science

	Percent Passing	Percent > -2 SEM
Traditional	53	88
Alternative	44	80
Non-White	34	72



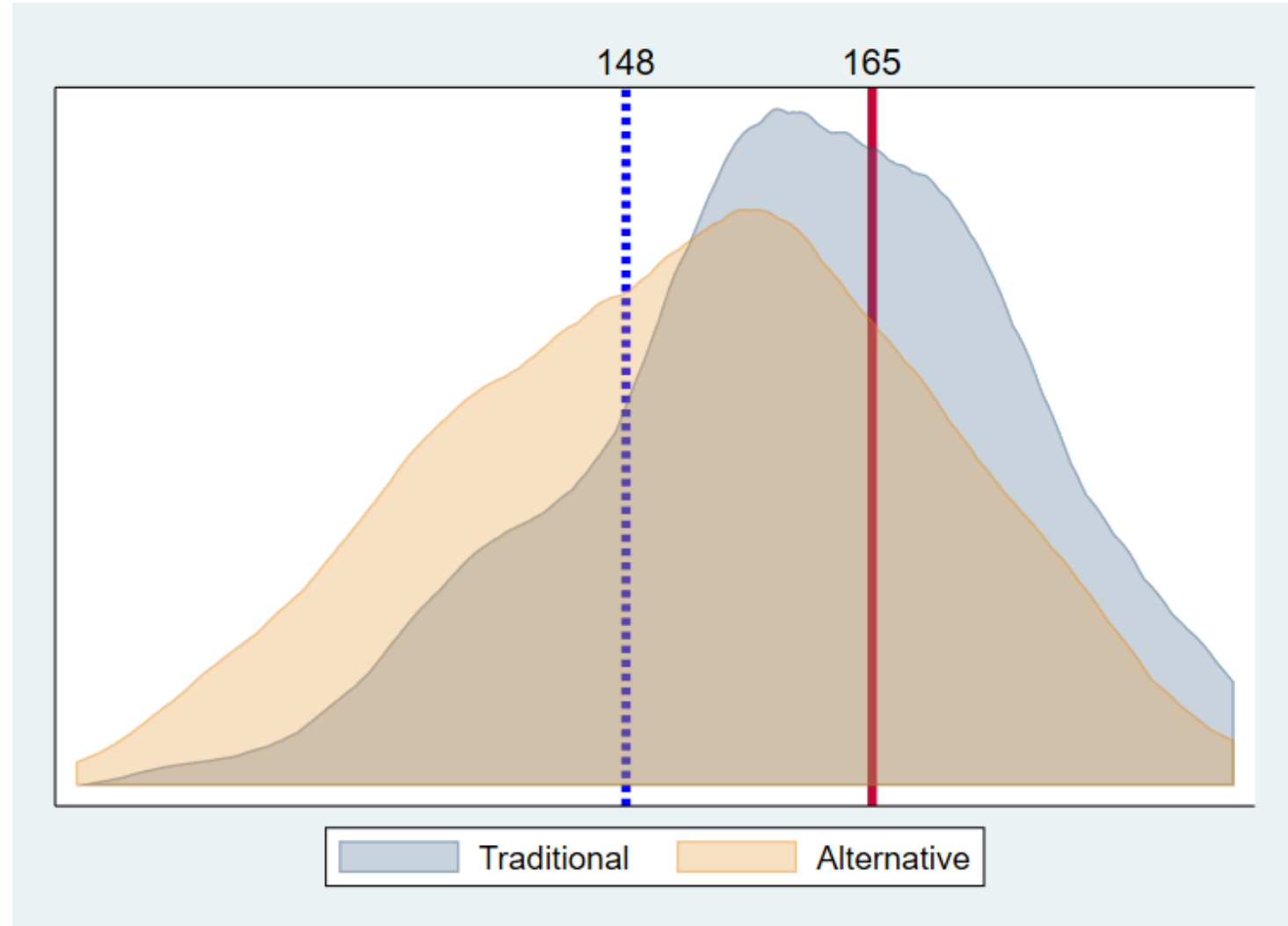
# Middle Reading & Language Arts

	Percent Passing	Percent > -2 SEM
Traditional	33	69
Alternative	19	52
Non-White	17	40



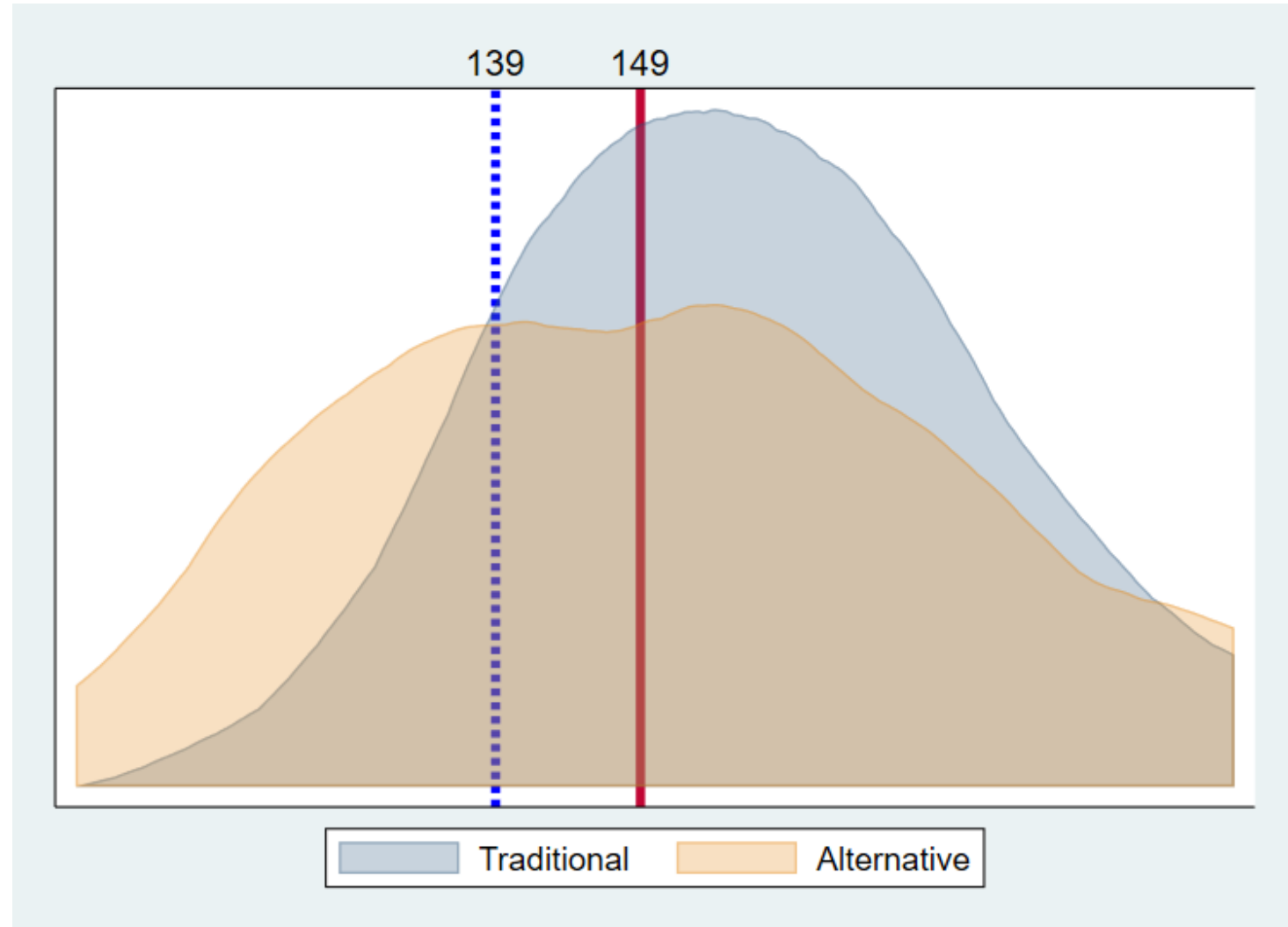
# Middle Mathematics

	Percent Passing	Percent > -2 SEM
Traditional	41	79
Alternative	24	61
Non-White	24	56



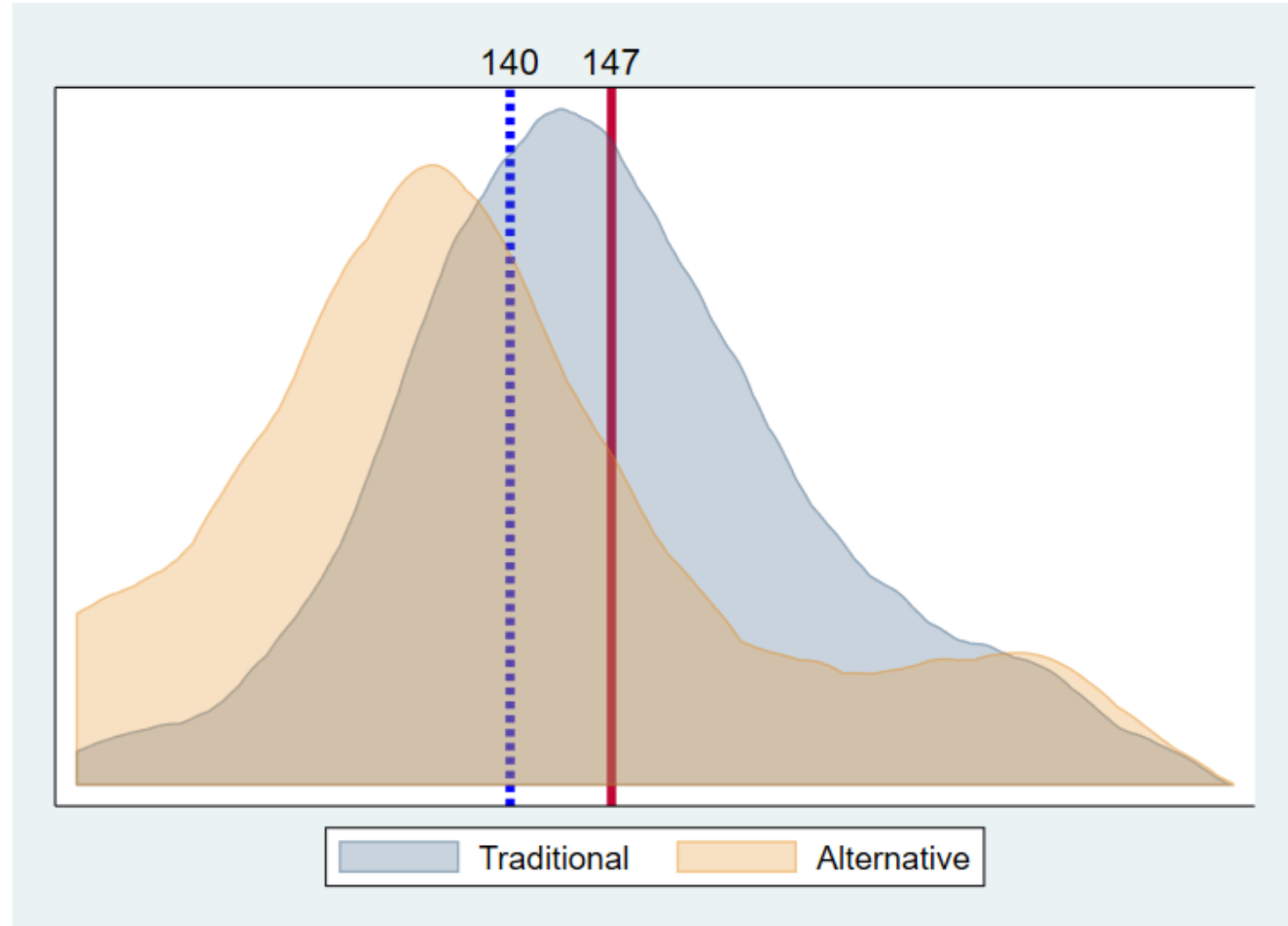
# Middle Social Studies

	Percent Passing	Percent > -2 SEM
Traditional	66	85
Alternative	51	66
Non-White	41	54



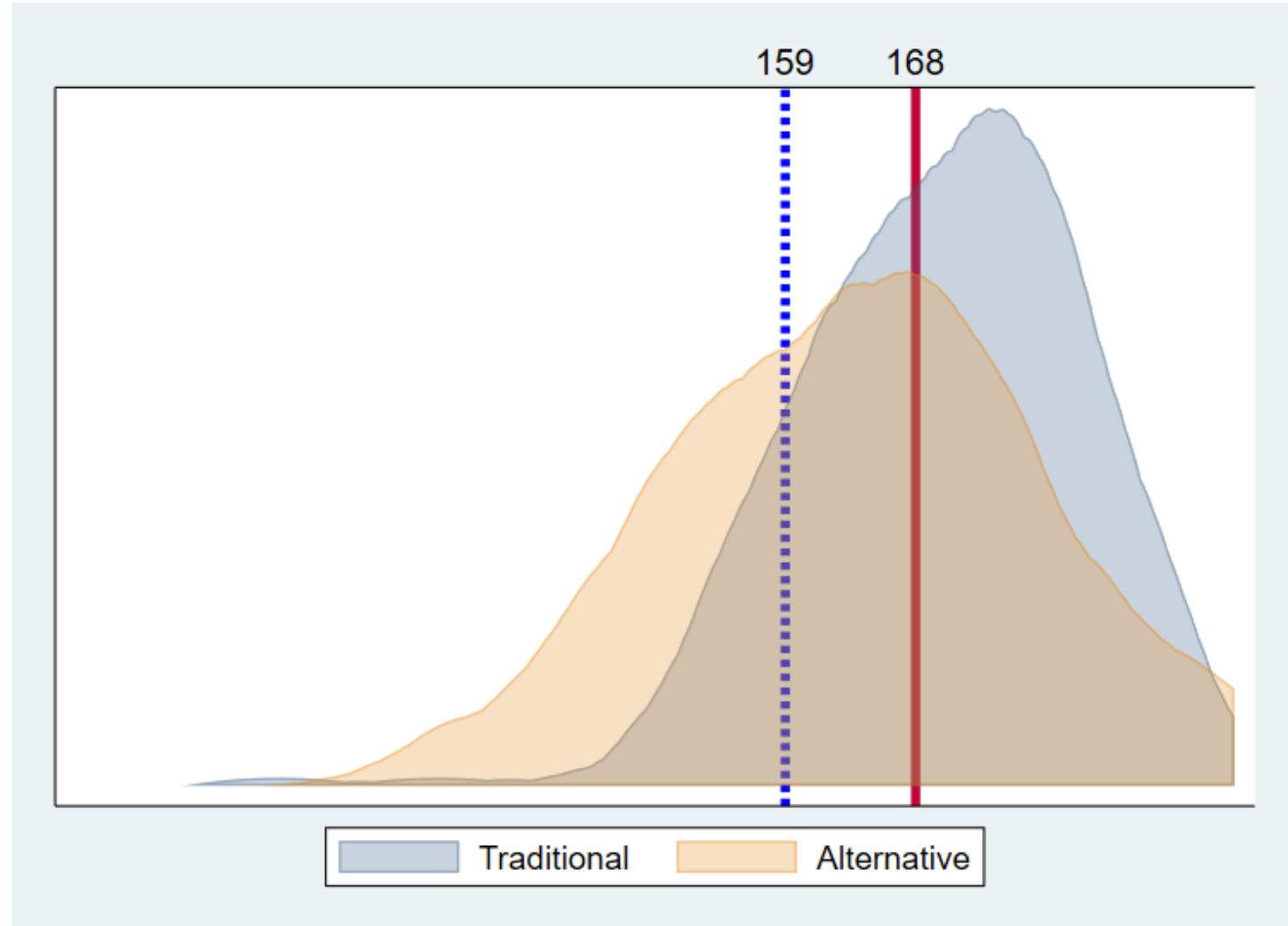
# Middle Science

	Percent Passing	Percent > -2 SEM
Traditional	49	65
Alternative	28	38
Non-White	29	40



## Secondary Reading & Language Arts

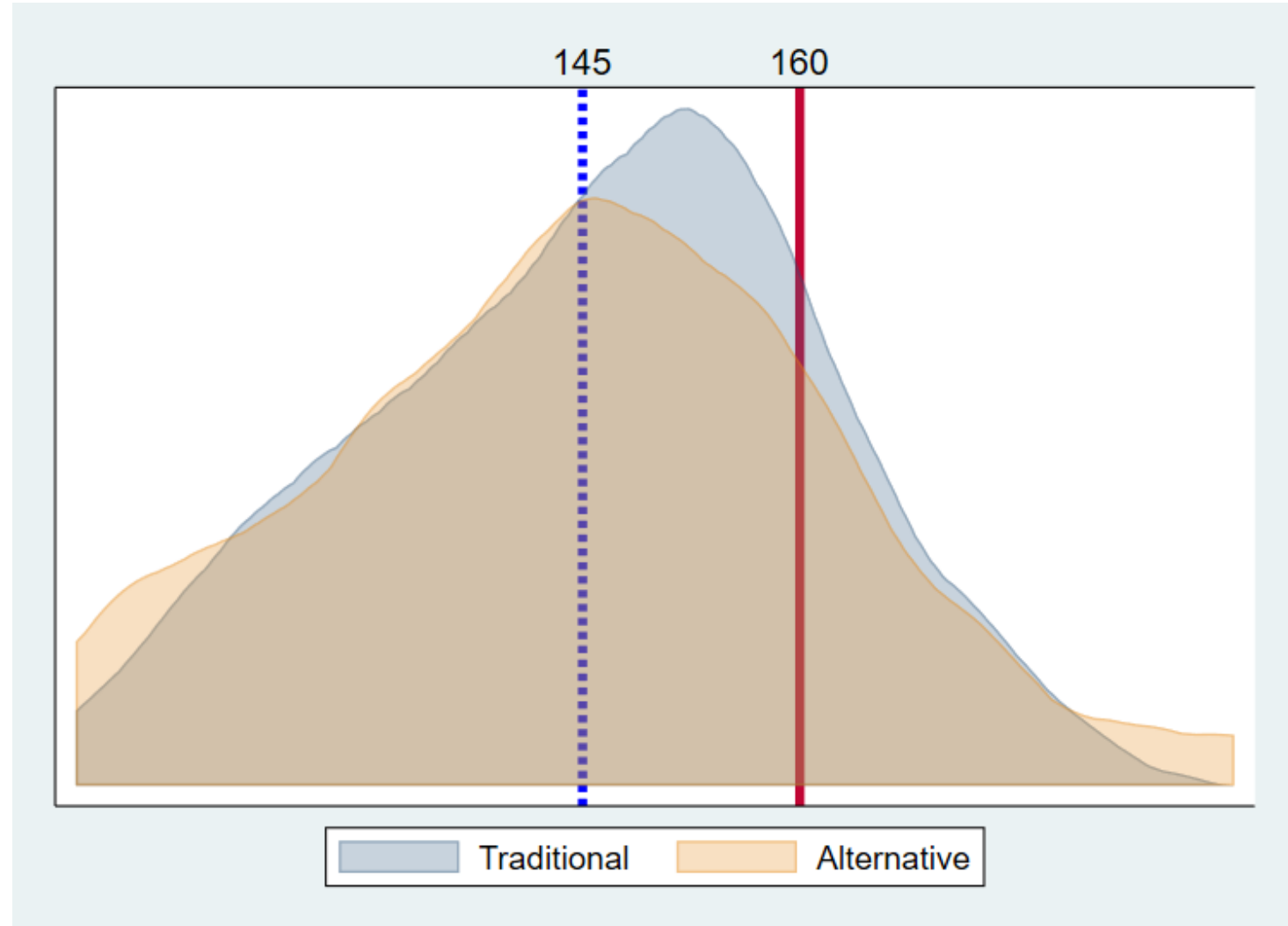
	Percent Passing	Percent > -2 SEM
Traditional	60	84
Alternative	42	65
Non-White	31	63





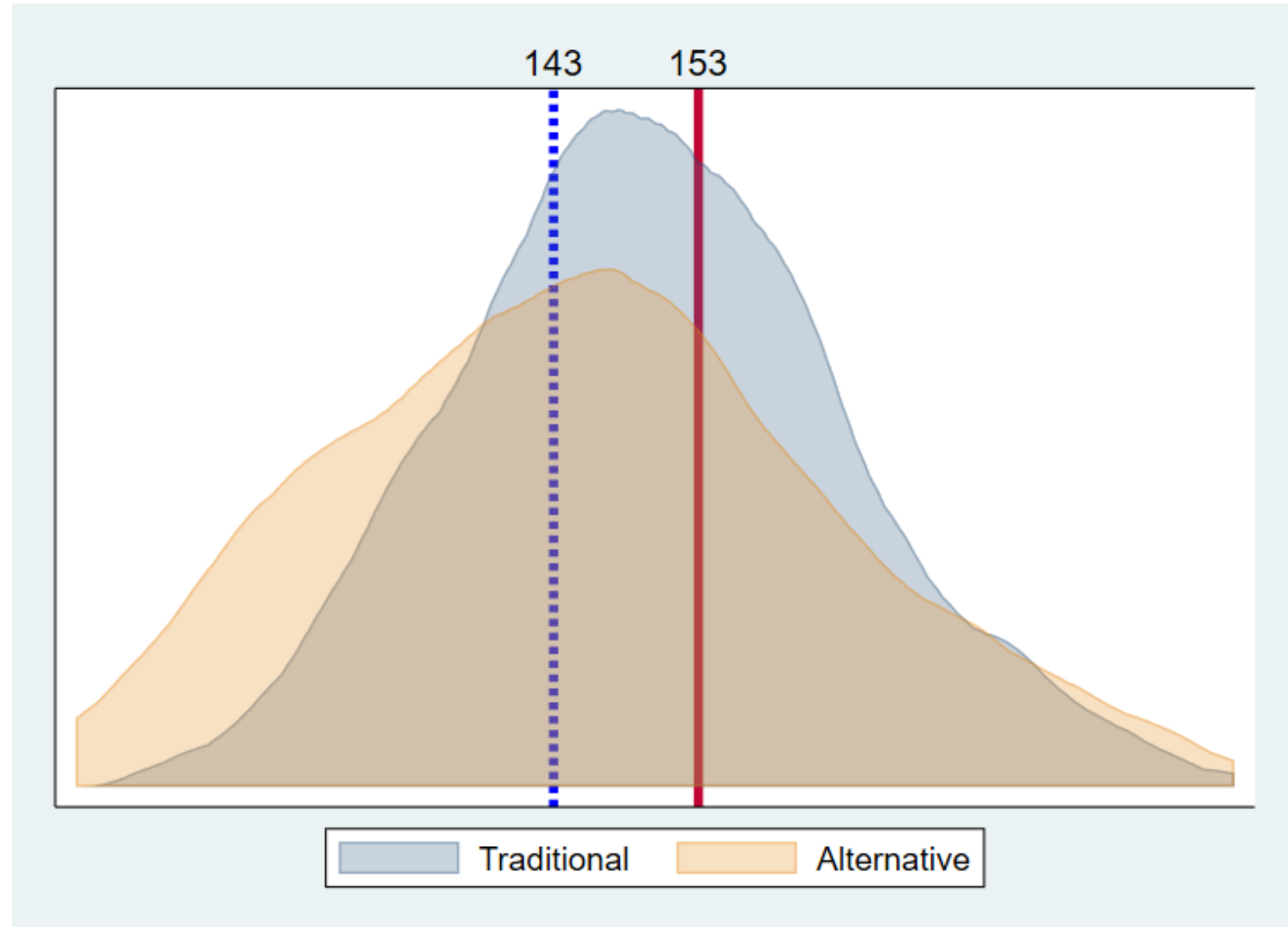
# Secondary Mathematics

	Percent Passing	Percent > -2 SEM
Traditional	18	54
Alternative	20	50
Non-White	16	57



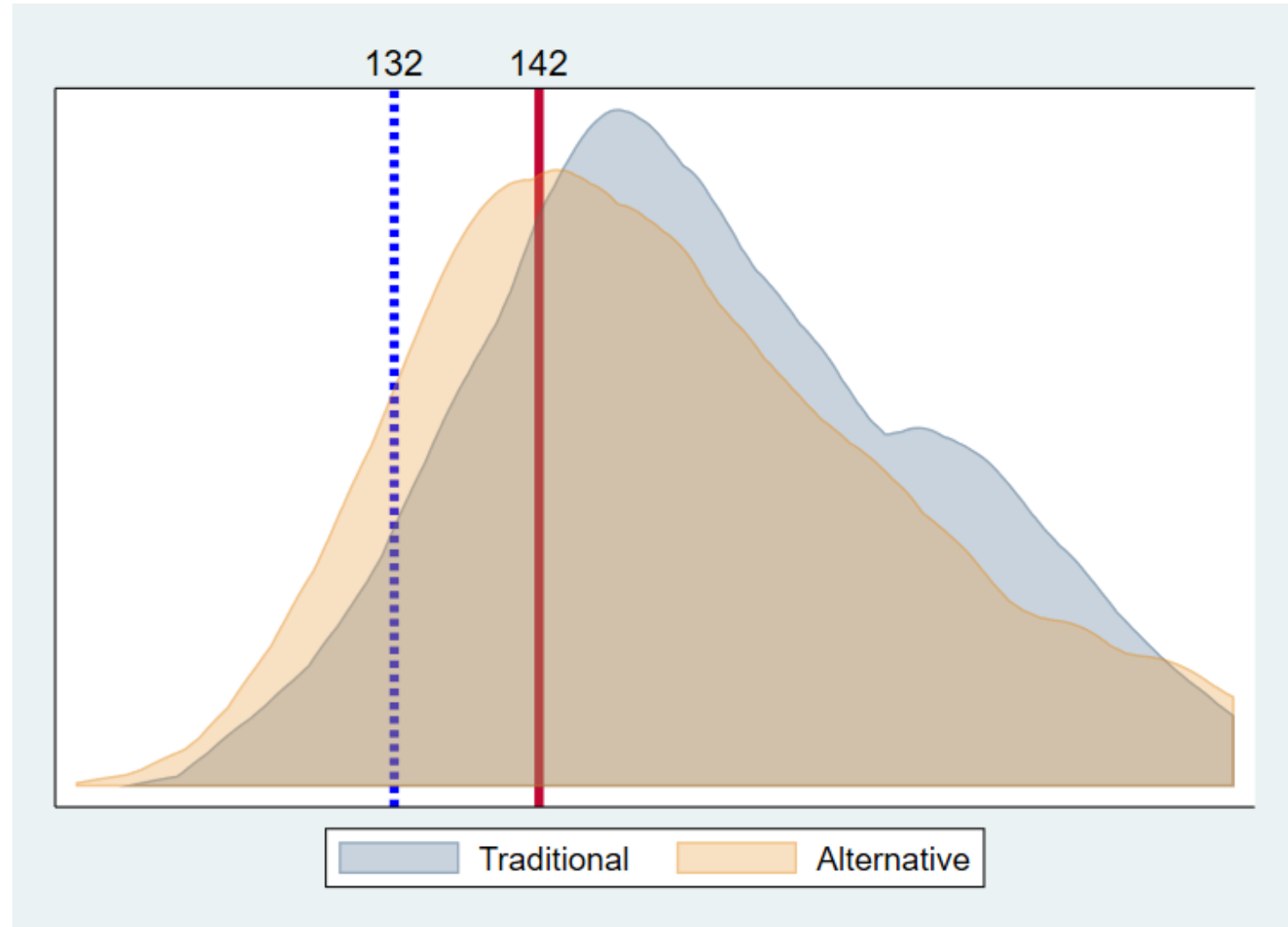
## Secondary Social Studies

	Percent Passing	Percent > -2 SEM
Traditional	40	68
Alternative	33	55
Non-White	24	46



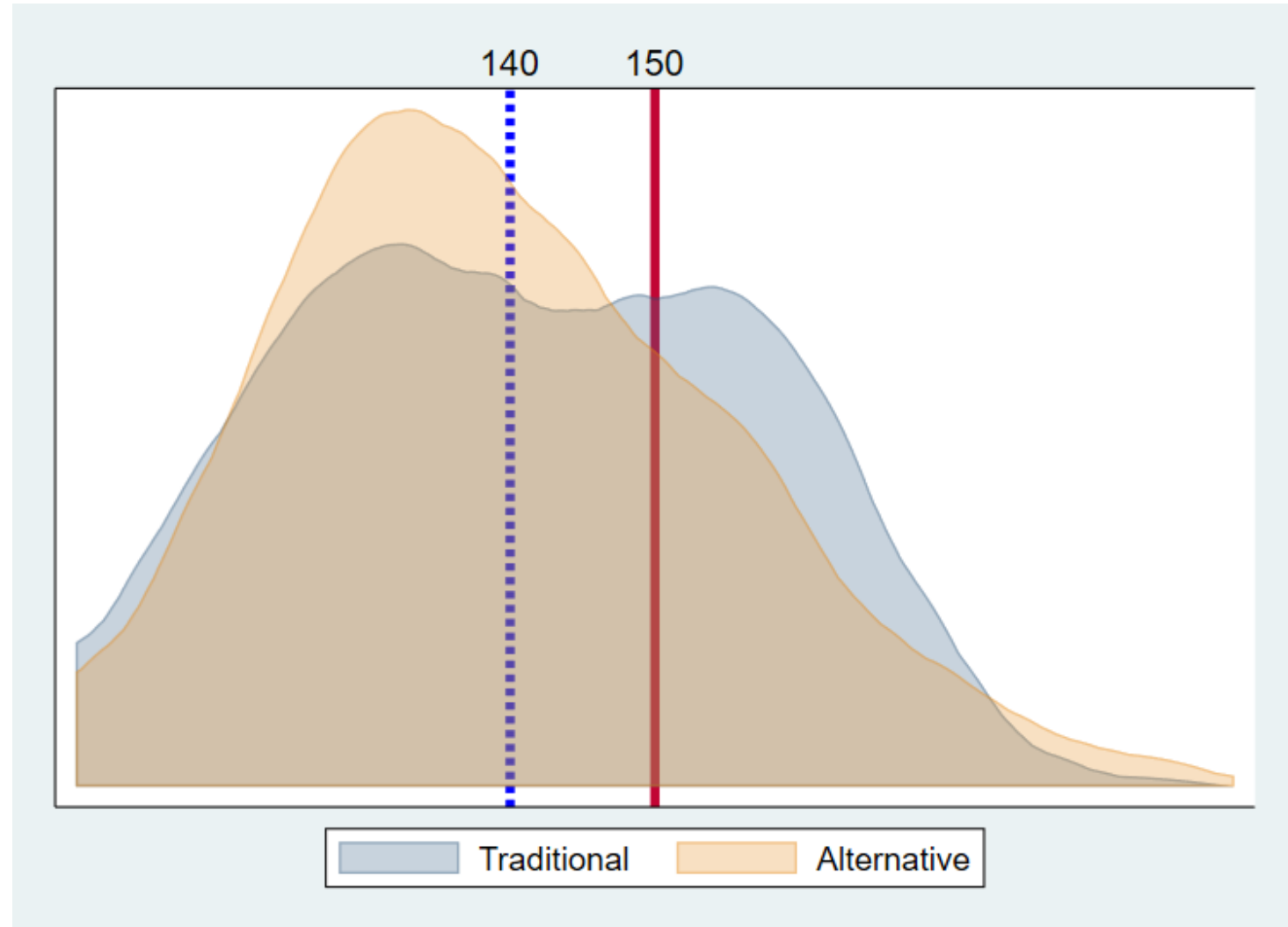
## Secondary Biology

	Percent Passing	Percent > -2 SEM
Traditional	81	93
Alternative	68	89
Non-White		



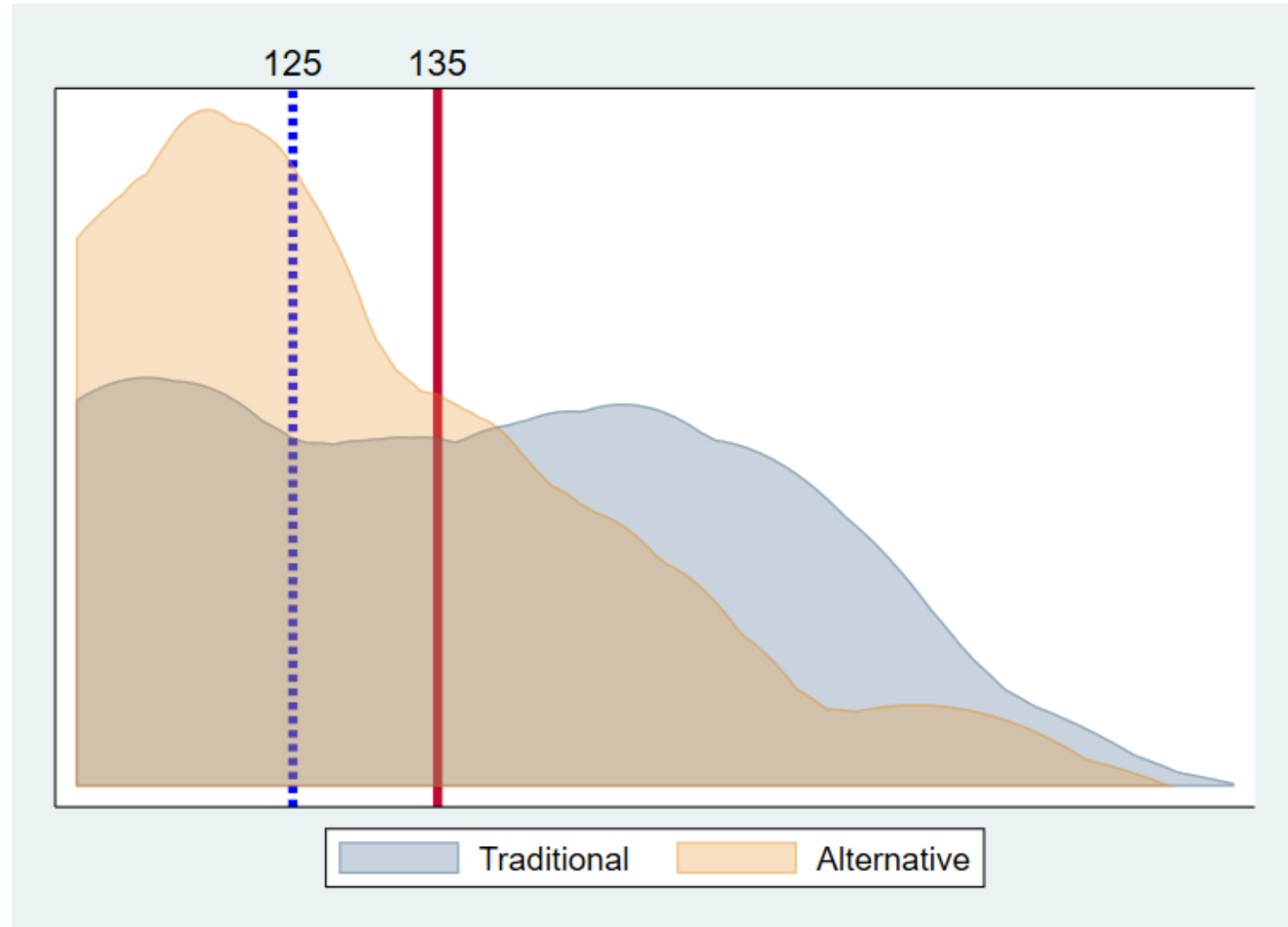
## Secondary Chemistry

	Percent Passing	Percent > -2 SEM
Traditional	40	47
Alternative	25	41
Non-White		



## Secondary Physics

	Percent Passing	Percent > -2 SEM
Traditional	43	57
Alternative	27	45
Non-White		



Shortage Areas

# Process for Determining Shortage Areas

- The Office of Educator Effectiveness and Licensure shared data on all courses from the 2021-22 school year.
- We created a crosswalk that puts courses in subject categories that align to the 38 required courses, the SIS course code guide, and license areas.
- Teachers may appear in multiple subjects.
- Within each subject we totaled the number of teachers who were:
  - **licensed** to teach the specific course/grade band to which they were assigned,
  - not licensed to teach the course/grade band to which they were assigned (i.e., **unlicensed**),
  - licensed but who had **retired or were in T-DROP**, and
  - licensed but who were **eligible to retire** (i.e., age  $\geq 60$  or service  $\geq 25$ ).

# Process for Determining Shortage Areas

- We calculated ***Total Demand Percent*** as the percentage of teachers in each category that were unlicensed, retired/T-DROP, or eligible to retire.

$$\textit{Total Demand Percent} = \frac{\text{unlicensed} + \text{retired/T-DROP} + \text{retirement eligible}}{\text{total unique teachers}}$$

- We highlighted subject areas where:
  - More than 1/3 of teachers are in one of these categories in **red**
  - Between 1/4 and 1/3 in **yellow**, and
  - Less than 1/4 in **green**.
- For geographic shortage areas, we replicate the statewide subject area analysis at the Education Service Cooperative (ESC) level.



# Statewide Subject Shortage Areas

# Statewide Subject Shortage Area Calculation

Subject	Total Unique Teachers in each Subject	Licensed	Unlicensed	Retired or in T-Drop	Retirement Eligible	Total Demand	Total Demand Percent
Art/Drama	1,697	1,287	410	131	90	631	37%
Career & Technical	2,986	2,541	445	291	223	960	32%
Computer Science	820	656	164	59	48	272	33%
Early Childhood Education	3,405	3,158	247	293	216	757	22%
Elementary	7,006	6,630	376	502	398	1,277	18%
Foreign Language	534	390	144	49	41	234	44%
Middle School English Language Arts	2,837	2,347	490	216	174	880	31%
Middle School Mathematics	2,490	2,123	367	220	150	737	30%
Middle School Science	2,238	1,916	322	194	159	675	30%
Middle School Social Studies	2,504	2,191	313	256	185	754	30%
Music	1,496	1,239	257	136	85	478	32%
Physical Education	5,320	4,697	623	472	322	1,418	27%
Secondary English Language Arts	2,379	1,892	487	183	145	815	34%
Secondary Mathematics	1,997	1,557	440	209	137	787	39%
Secondary Science	1,878	1,493	385	140	137	662	35%
Secondary Social Studies	1,710	1,370	340	154	106	600	35%
Special Education	3,348	2,929	419	357	290	1,066	32%
<b>Total</b>	<b>44,645</b>	<b>38,416</b>	<b>6,229</b>	<b>3,862</b>	<b>2,906</b>	<b>13,003</b>	<b>29%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Education Service Cooperative Subject Shortage Areas

# Arch Ford ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	168	57	34%
Career & Technical	283	82	29%
Computer Science	74	33	45%
Early Childhood Education	360	75	21%
Elementary	727	107	15%
Foreign Language	45	11	24%
Middle School English Language Arts	304	92	30%
Middle School Mathematics	235	64	27%
Middle School Science	217	49	23%
Middle School Social Studies	249	65	26%
Music	155	36	23%
Physical Education	427	108	25%
Secondary English Language Arts	247	73	30%
Secondary Mathematics	201	71	35%
Secondary Science	189	72	38%
Secondary Social Studies	175	57	33%
Special Education	378	99	26%
<b>Total</b>	<b>4,434</b>	<b>1,151</b>	<b>26%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Arkansas River ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	49	20	41%
Career & Technical	97	41	42%
Computer Science	35	19	54%
Early Childhood Education	103	39	38%
Elementary	220	83	38%
Foreign Language	13	11	85%
Middle School English Language Arts	78	36	46%
Middle School Mathematics	70	25	36%
Middle School Science	67	31	46%
Middle School Social Studies	67	29	43%
Music	40	21	53%
Physical Education	176	55	31%
Secondary English Language Arts	58	24	41%
Secondary Mathematics	53	31	58%
Secondary Science	53	24	45%
Secondary Social Studies	52	22	42%
Special Education	102	46	45%
<b>Total</b>	<b>1,333</b>	<b>557</b>	<b>42%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Crowley's Ridge ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	137	43	31%
Career & Technical	246	91	37%
Computer Science	63	25	40%
Early Childhood Education	265	55	21%
Elementary	555	102	18%
Foreign Language	45	34	76%
Middle School English Language Arts	222	64	29%
Middle School Mathematics	173	41	24%
Middle School Science	159	46	29%
Middle School Social Studies	168	54	32%
Music	103	30	29%
Physical Education	348	90	26%
Secondary English Language Arts	182	56	31%
Secondary Mathematics	152	61	40%
Secondary Science	144	52	36%
Secondary Social Studies	140	48	34%
Special Education	299	96	32%
<b>Total</b>	<b>3,401</b>	<b>988</b>	<b>29%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Dawson ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	130	37	28%
Career & Technical	247	66	27%
Computer Science	68	14	21%
Early Childhood Education	260	55	21%
Elementary	607	92	15%
Foreign Language	40	16	40%
Middle School English Language Arts	262	67	26%
Middle School Mathematics	219	64	29%
Middle School Science	202	49	24%
Middle School Social Studies	242	64	26%
Music	130	36	28%
Physical Education	608	136	22%
Secondary English Language Arts	208	71	34%
Secondary Mathematics	171	57	33%
Secondary Science	160	51	32%
Secondary Social Studies	142	49	35%
Special Education	331	96	29%
<b>Total</b>	<b>4,027</b>	<b>1,020</b>	<b>25%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# DeQueen ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	35	14	40%
Career & Technical	103	20	19%
Computer Science	20		
Early Childhood Education	90	24	27%
Elementary	203	26	13%
Foreign Language			
Middle School English Language Arts	71	18	25%
Middle School Mathematics	67	24	36%
Middle School Science	60	19	32%
Middle School Social Studies	63	17	27%
Music	35		
Physical Education	146	28	19%
Secondary English Language Arts	59	15	25%
Secondary Mathematics	51	16	31%
Secondary Science	59	20	34%
Secondary Social Studies	43	16	37%
Special Education	89	22	25%
<b>Total</b>	<b>1,201</b>	<b>291</b>	<b>24%</b>

Notes: Cells <11 are suppressed.

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4



# Great Rivers ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	40	26	65%
Career & Technical	68	32	47%
Computer Science	25	19	76%
Early Childhood Education	97	42	43%
Elementary	196	77	39%
Foreign Language	19	15	79%
Middle School English Language Arts	70	27	39%
Middle School Mathematics	63	33	52%
Middle School Science	57	33	58%
Middle School Social Studies	67	36	54%
Music	37	13	35%
Physical Education	85	41	48%
Secondary English Language Arts	63	40	63%
Secondary Mathematics	54	33	61%
Secondary Science	48	28	58%
Secondary Social Studies	45	27	60%
Special Education	76	43	57%
<b>Total</b>	<b>1,110</b>	<b>565</b>	<b>51%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Guy Fenter ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	125	36	29%
Career & Technical	249	86	35%
Computer Science	63	17	27%
Early Childhood Education	297	49	16%
Elementary	599	75	13%
Foreign Language	41	14	34%
Middle School English Language Arts	252	74	29%
Middle School Mathematics	237	68	29%
Middle School Science	224	66	29%
Middle School Social Studies	238	62	26%
Music	134	23	17%
Physical Education	653	141	22%
Secondary English Language Arts	222	80	36%
Secondary Mathematics	197	80	41%
Secondary Science	159	54	34%
Secondary Social Studies	167	50	30%
Special Education	287	87	30%
<b>Total</b>	<b>4,144</b>	<b>1,062</b>	<b>26%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# North Central ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	70	32	46%
Career & Technical	159	48	30%
Computer Science	50	11	22%
Early Childhood Education	132	27	20%
Elementary	295	57	19%
Foreign Language	17		
Middle School English Language Arts	117	34	29%
Middle School Mathematics	103	29	28%
Middle School Science	96	27	28%
Middle School Social Studies	122	44	36%
Music	61	21	34%
Physical Education	192	64	33%
Secondary English Language Arts	103	37	36%
Secondary Mathematics	86	38	44%
Secondary Science	101	32	32%
Secondary Social Studies	86	33	38%
Special Education	130	48	37%
<b>Total</b>	<b>1,920</b>	<b>591</b>	<b>31%</b>

Notes: Cells <11 are suppressed.

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Northeast Arkansas ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	56	22	39%
Career & Technical	109	26	24%
Computer Science	23		
Early Childhood Education	135	29	21%
Elementary	268	44	16%
Foreign Language	12		
Middle School English Language Arts	90	28	31%
Middle School Mathematics	79	25	32%
Middle School Science	80	25	31%
Middle School Social Studies	93	25	27%
Music	56	18	32%
Physical Education	185	42	23%
Secondary English Language Arts	81	29	36%
Secondary Mathematics	74	29	39%
Secondary Science	71	22	31%
Secondary Social Studies	59	17	29%
Special Education	143	33	23%
<b>Total</b>	<b>1,614</b>	<b>414</b>	<b>26%</b>

Notes: Cells <11 are suppressed.

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Northwest Arkansas ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	330	119	36%
Career & Technical	515	146	28%
Computer Science	140	35	25%
Early Childhood Education	573	72	13%
Elementary	1,236	132	11%
Foreign Language	137	40	29%
Middle School English Language Arts	553	131	24%
Middle School Mathematics	509	122	24%
Middle School Science	421	93	22%
Middle School Social Studies	483	99	20%
Music	272	70	26%
Physical Education	1,008	232	23%
Secondary English Language Arts	471	141	30%
Secondary Mathematics	380	132	35%
Secondary Science	361	108	30%
Secondary Social Studies	336	117	35%
Special Education	555	124	22%
<b>Total</b>	<b>8,280</b>	<b>1,913</b>	<b>23%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Ozarks Unlimited Resource ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	57	20	35%
Career & Technical	113	36	32%
Computer Science	33	12	36%
Early Childhood Education	129	21	16%
Elementary	258	38	15%
Foreign Language	15	11	73%
Middle School English Language Arts	113	40	35%
Middle School Mathematics	95	31	33%
Middle School Science	81	27	33%
Middle School Social Studies	104	31	30%
Music	46	17	37%
Physical Education	159	49	31%
Secondary English Language Arts	95	36	38%
Secondary Mathematics	85	33	39%
Secondary Science	83	28	34%
Secondary Social Studies	63	22	35%
Special Education	118	38	32%
<b>Total</b>	<b>1,647</b>	<b>490</b>	<b>30%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Pulaski County Schools ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	252	103	41%
Career & Technical	279	131	47%
Computer Science	84	33	39%
Early Childhood Education	412	109	26%
Elementary	678	183	27%
Foreign Language	82	36	44%
Middle School English Language Arts	279	115	41%
Middle School Mathematics	266	104	39%
Middle School Science	238	102	43%
Middle School Social Studies	233	88	38%
Music	192	98	51%
Physical Education	405	157	39%
Secondary English Language Arts	228	83	36%
Secondary Mathematics	188	72	38%
Secondary Science	163	62	38%
Secondary Social Studies	148	52	35%
Special Education	314	152	48%
<b>Total</b>	<b>4,441</b>	<b>1,680</b>	<b>38%</b>

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# South Central ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	64	35	55%
Career & Technical	123	38	31%
Computer Science	30	11	37%
Early Childhood Education	103	28	27%
Elementary	253	65	26%
Foreign Language	13		
Middle School English Language Arts	93	33	35%
Middle School Mathematics	69	19	28%
Middle School Science	67	30	45%
Middle School Social Studies	78	34	44%
Music	63	33	52%
Physical Education	286	77	27%
Secondary English Language Arts	78	29	37%
Secondary Mathematics	66	29	44%
Secondary Science	68	28	41%
Secondary Social Studies	60	18	30%
Special Education	68	25	37%
<b>Total</b>	<b>1,582</b>	<b>532</b>	<b>34%</b>

Notes: Cells <11 are suppressed.

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4



# Southeast Arkansas ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	60	28	47%
Career & Technical	146	54	37%
Computer Science	49	16	33%
Early Childhood Education	109	41	38%
Elementary	254	69	27%
Foreign Language	15		
Middle School English Language Arts	97	47	48%
Middle School Mathematics	87	27	31%
Middle School Science	75	28	37%
Middle School Social Studies	82	38	46%
Music	51	18	35%
Physical Education	243	78	32%
Secondary English Language Arts	88	34	39%
Secondary Mathematics	71	33	46%
Secondary Science	75	38	51%
Secondary Social Studies	62	27	44%
Special Education	125	57	46%
<b>Total</b>	<b>1,689</b>	<b>633</b>	<b>37%</b>

Notes: Cells <11 are suppressed.

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Southwest Arkansas ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	42	20	48%
Career & Technical	79	30	38%
Computer Science	24	12	50%
Early Childhood Education	92	28	30%
Elementary	182	48	26%
Foreign Language			
Middle School English Language Arts	63	21	33%
Middle School Mathematics	56	18	32%
Middle School Science	47	15	32%
Middle School Social Studies	63	24	38%
Music	41	17	41%
Physical Education	126	37	29%
Secondary English Language Arts	50	26	52%
Secondary Mathematics	51	29	57%
Secondary Science	42	14	33%
Secondary Social Studies	35	16	46%
Special Education	59	26	44%
<b>Total</b>	<b>1,052</b>	<b>381</b>	<b>36%</b>

Notes: Cells <11 are suppressed.

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Wilbur D. Mills ESC

Subject	Total Unique Teachers in each Category	Total Demand	Total Demand Percent
Art/Drama	82	19	23%
Career & Technical	170	33	19%
Computer Science	39		
Early Childhood Education	248	63	25%
Elementary	475	79	17%
Foreign Language	28	11	39%
Secondary Mathematics	117	42	36%
Middle School English Language Arts	173	53	31%
Middle School Mathematics	162	43	27%
Middle School Science	147	35	24%
Middle School Social Studies	152	44	29%
Music	80	18	23%
Physical Education	273	82	30%
Secondary English Language Arts	146	42	29%
Secondary Science	102	29	28%
Secondary Social Studies	97	29	30%
Special Education	274	74	27%
<b>Total</b>	<b>2,765</b>	<b>696</b>	<b>25%</b>

Notes: Cells <11 are suppressed.

Legend	Total Demand
	more than 1/3
	more than 1/4
	less than 1/4

# Turnover

# Key Takeaways

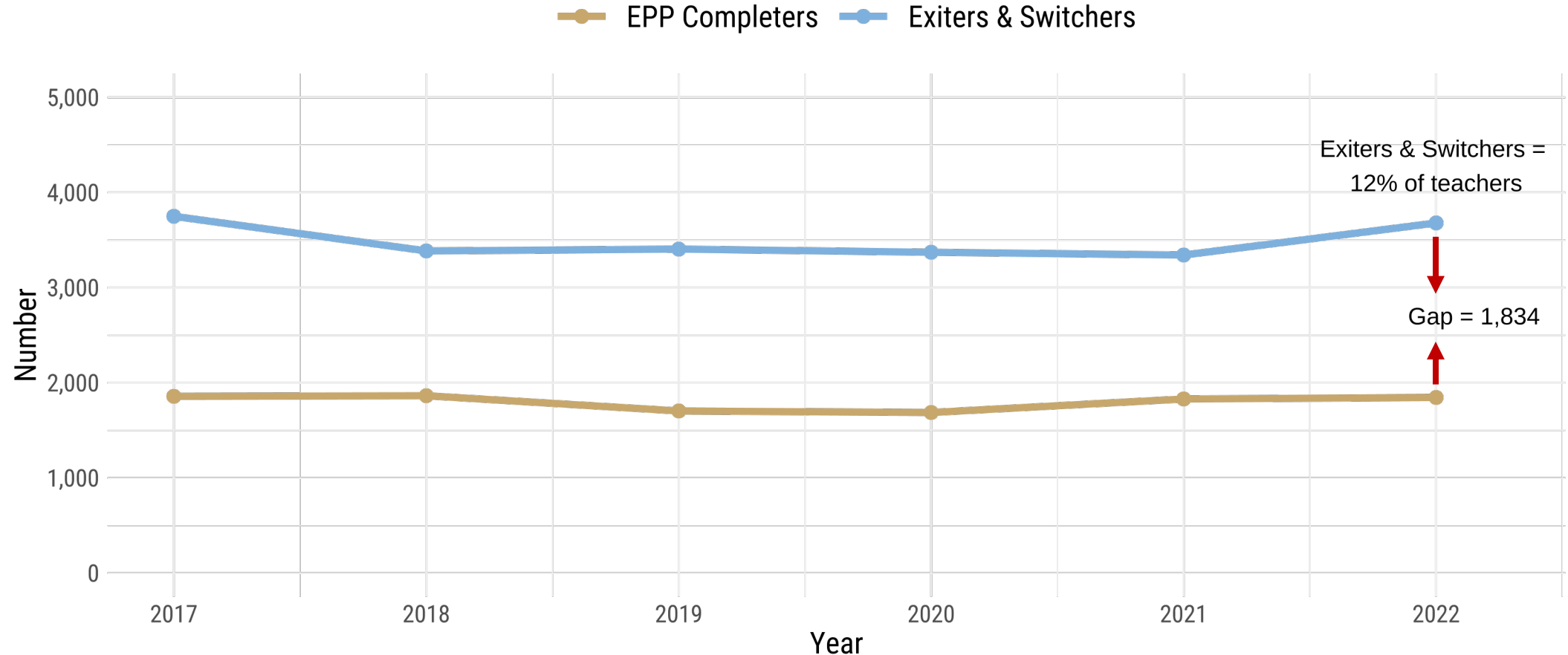
- There is a gap between the number of teachers leaving the classroom and new EPP grads.
- Teacher turnover meaningfully increased between the 2021-22 and 2022-23 school years.
  - Switching and moving has increased.
  - Black teacher turnover is higher.
  - Early career teachers move a lot.
  - Retirement eligible teachers exit at high rates.
  - High-poverty and districts with large non-white student populations have slightly higher turnover.
- Turnover rates and change in turnover varies a lot across the state.
- For additional information, please see our [blog post](#) and [research brief](#).

# Turnover Definitions

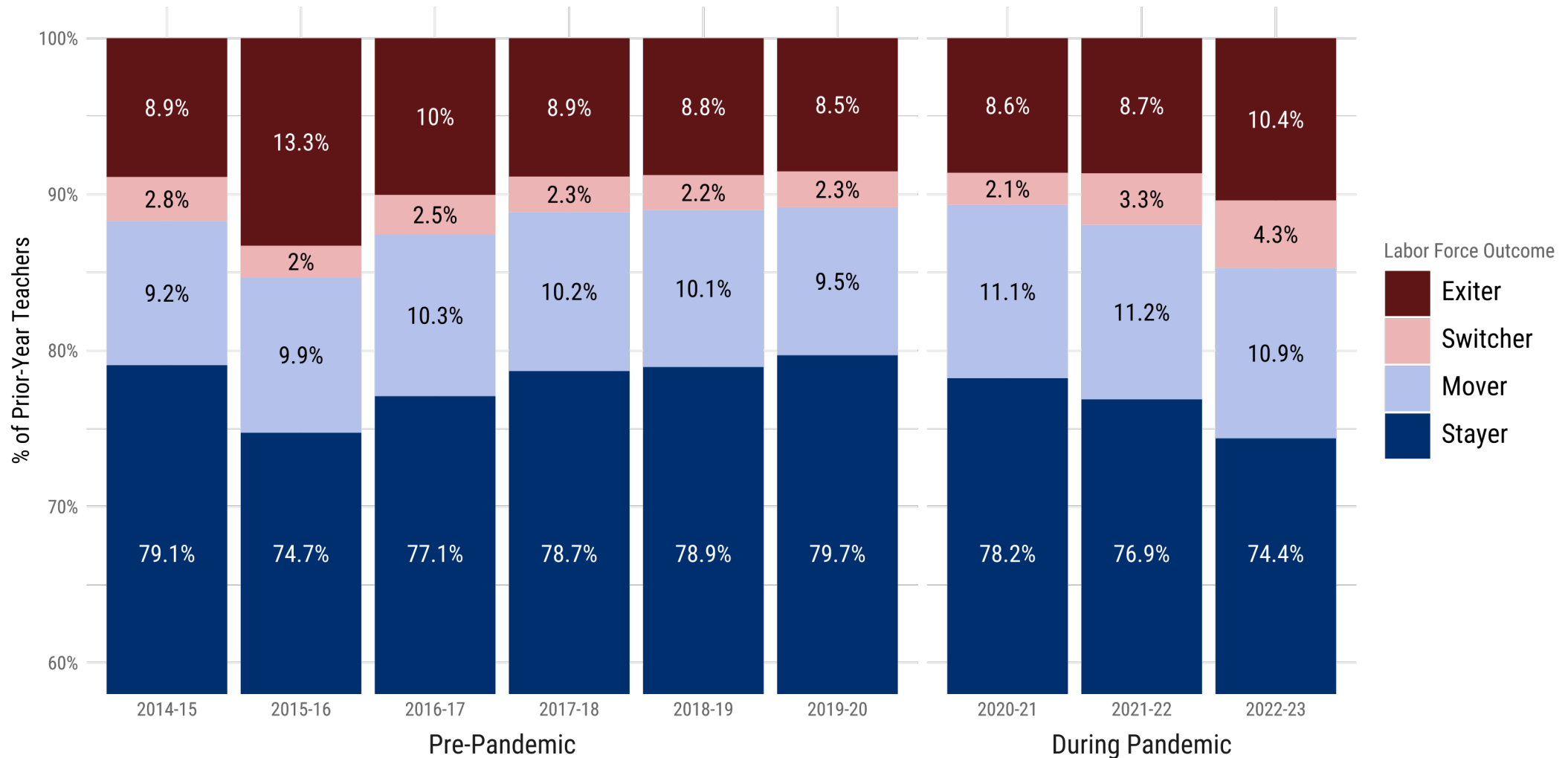
- **Exiter** – a teacher who leaves Arkansas public school employment
- **Switcher** – a teacher who switches out of a teaching role but remains in Arkansas public school employment
- **Mover** – a teacher who moves between Arkansas public schools
- **Stayer** – a teacher who stays in the same Arkansas public school

Arkansas educator preparation programs (EPP) produce about 1,800 fewer teachers than the number who leave the classroom

EPP Completers vs. Exiters & Switchers  
2017 through 2022 School Years

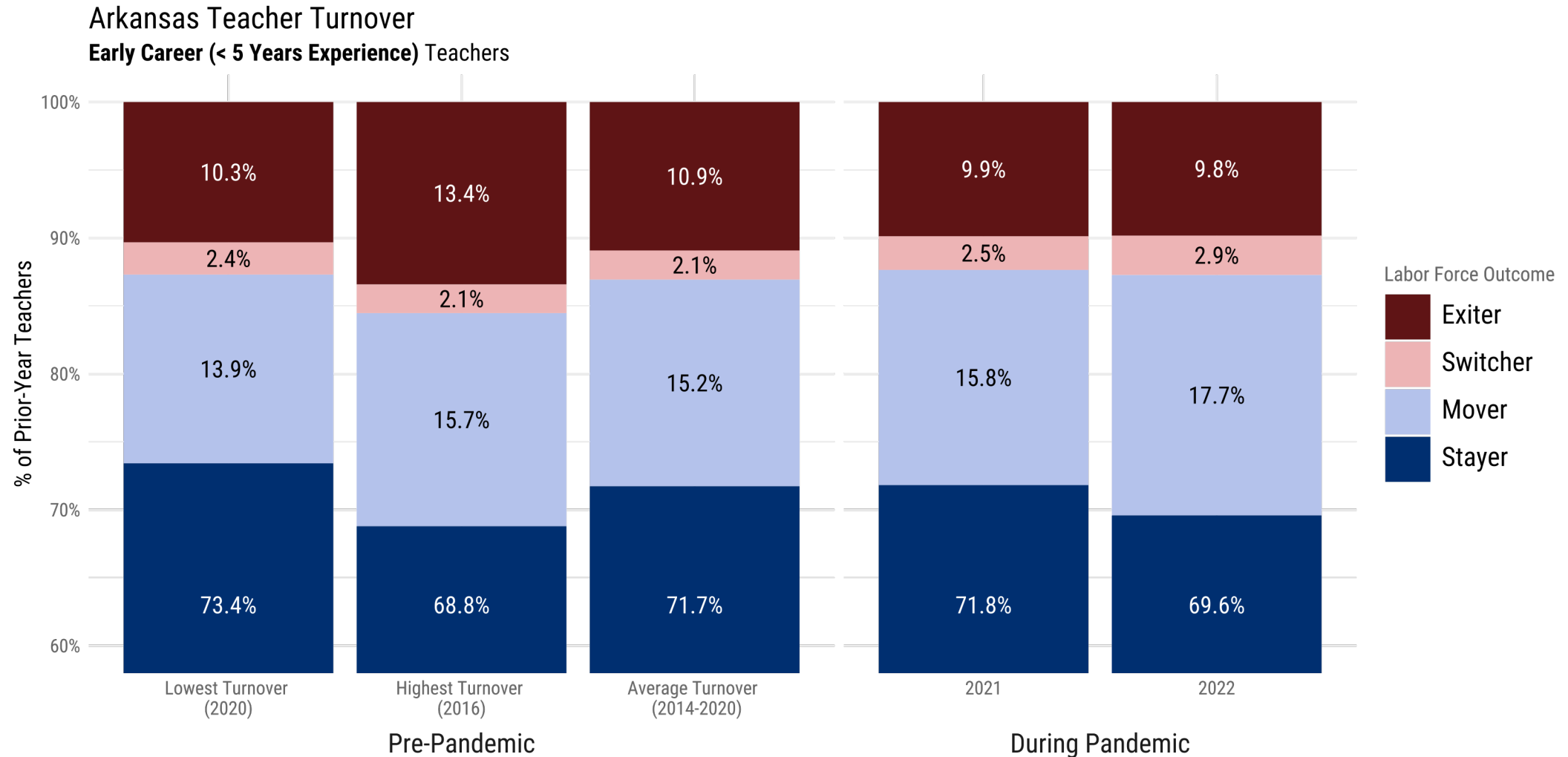


# Turnover meaningfully increased between the 2021-22 and 2022-23 school years.

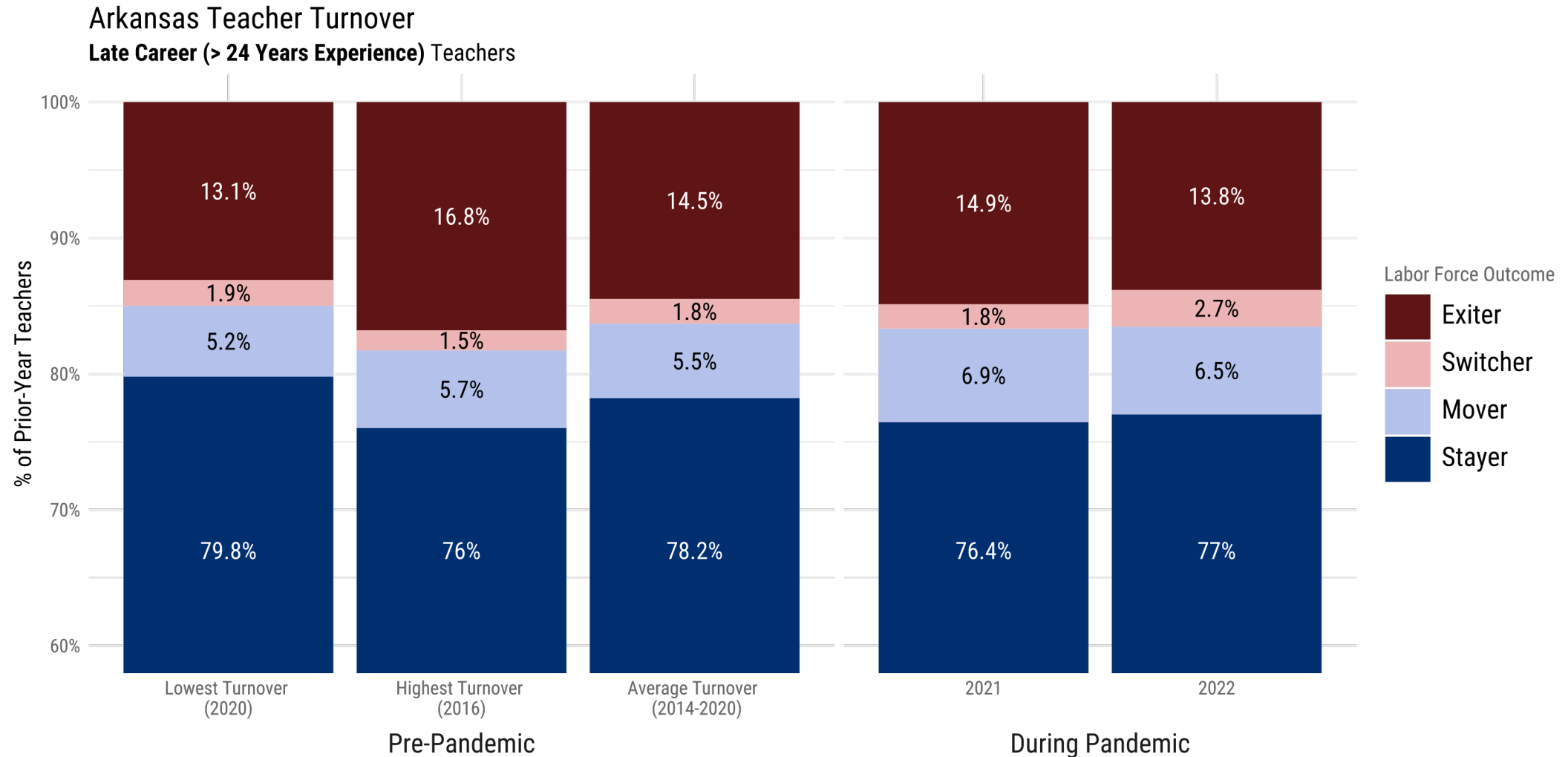




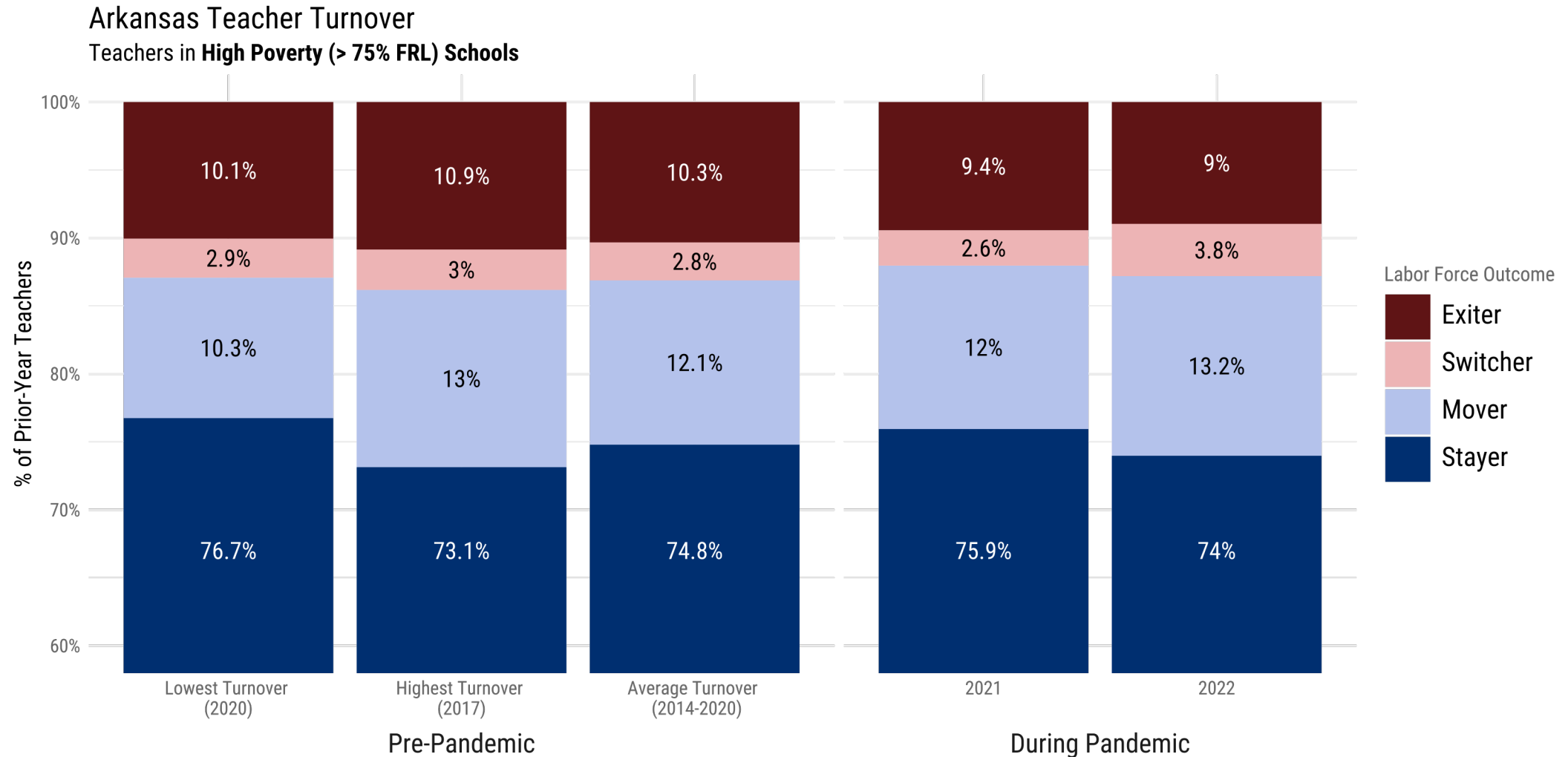
# New teachers move between schools a lot.



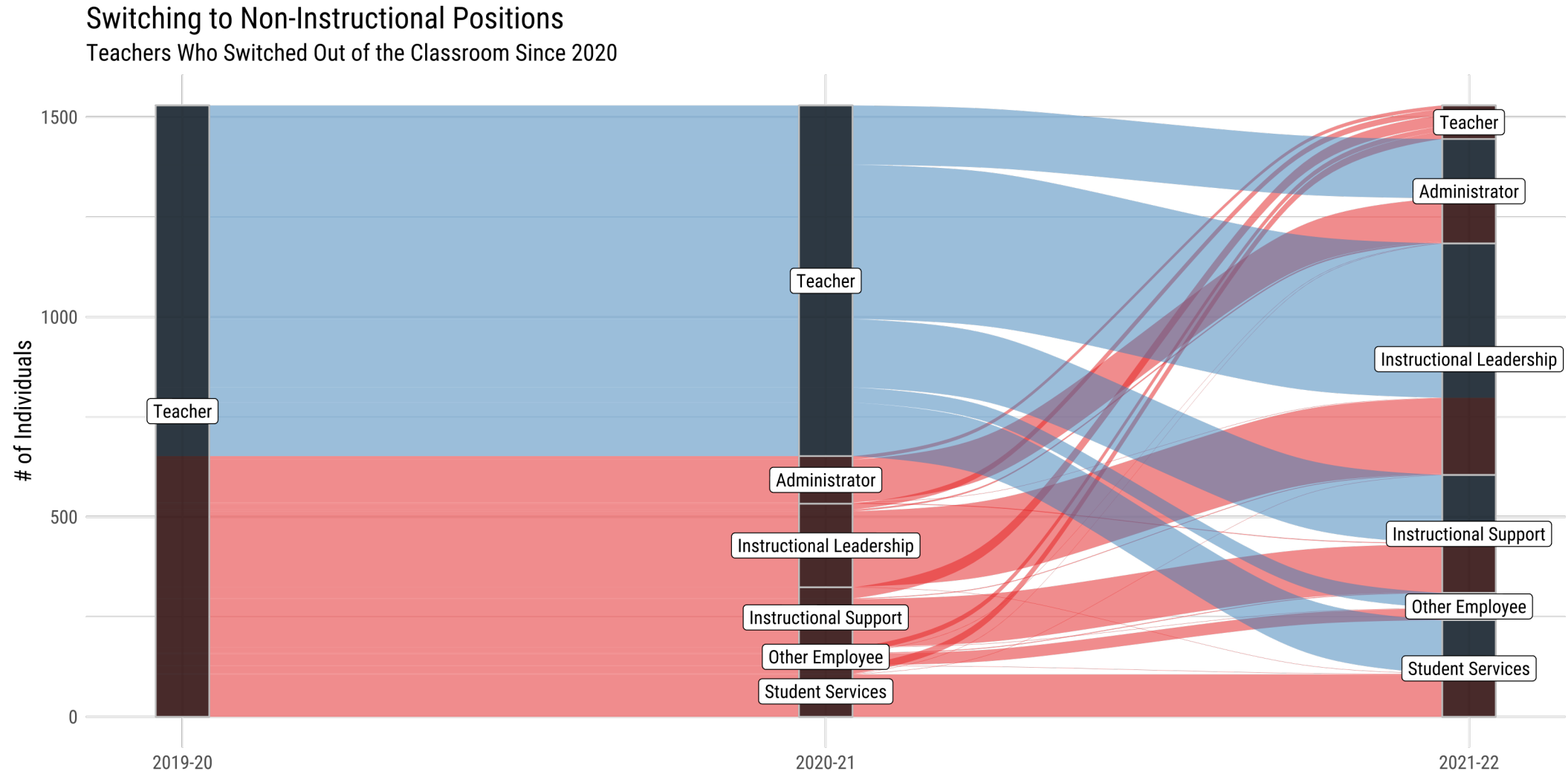
# Experienced teachers who are retirement eligible exit at high rates.



# High-poverty schools have turnover that is slightly higher than statewide averages.

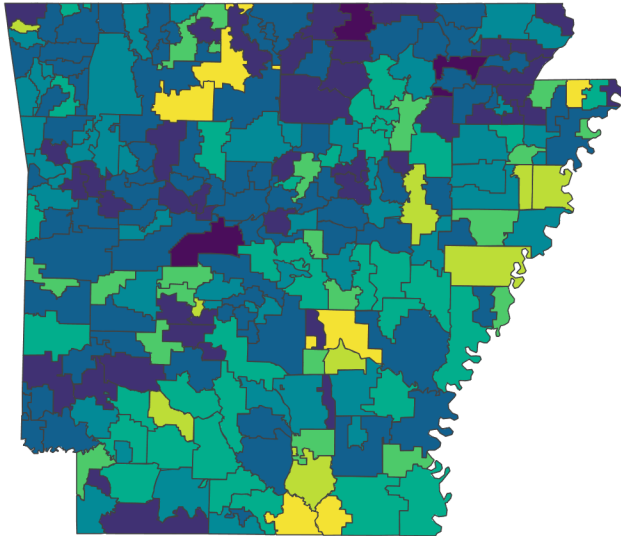


# Most teachers who switch into non-instructional roles are moving to instructional leadership and support.

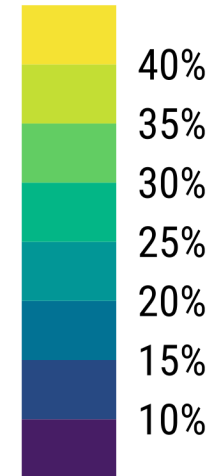
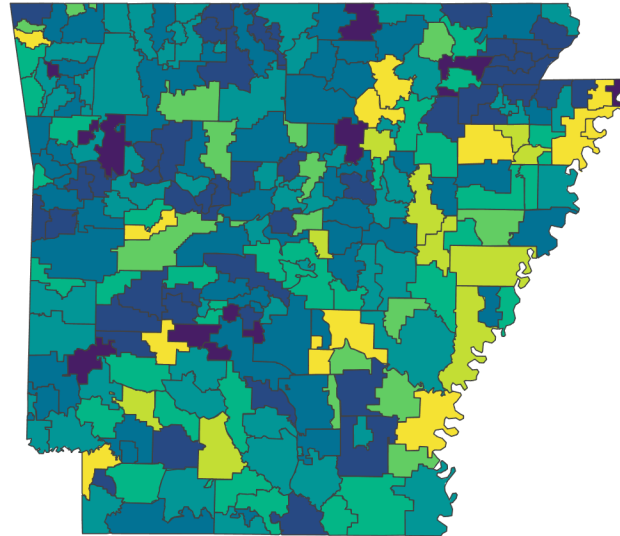


# Changes in teacher turnover vary widely across districts.

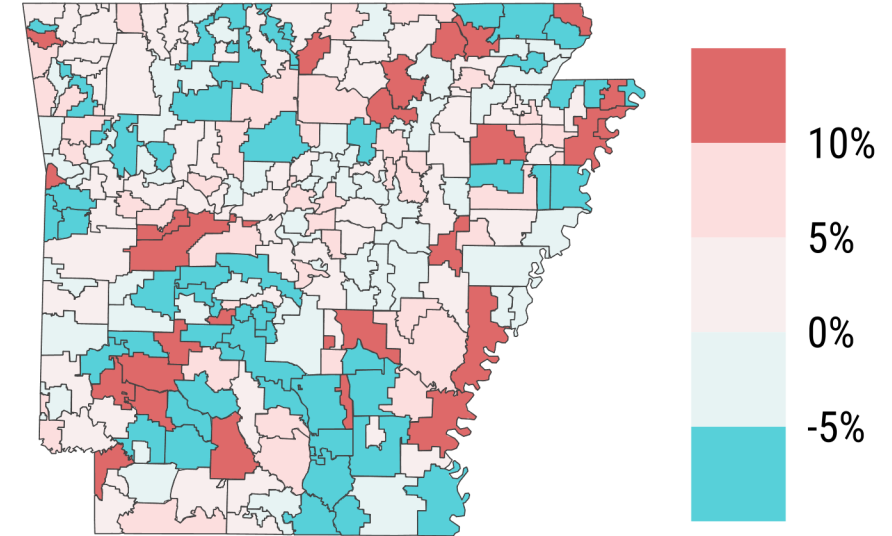
Pre-Pandemic Turnover  
Three Year Average from 2017-2020



Last Year's Turnover  
2022

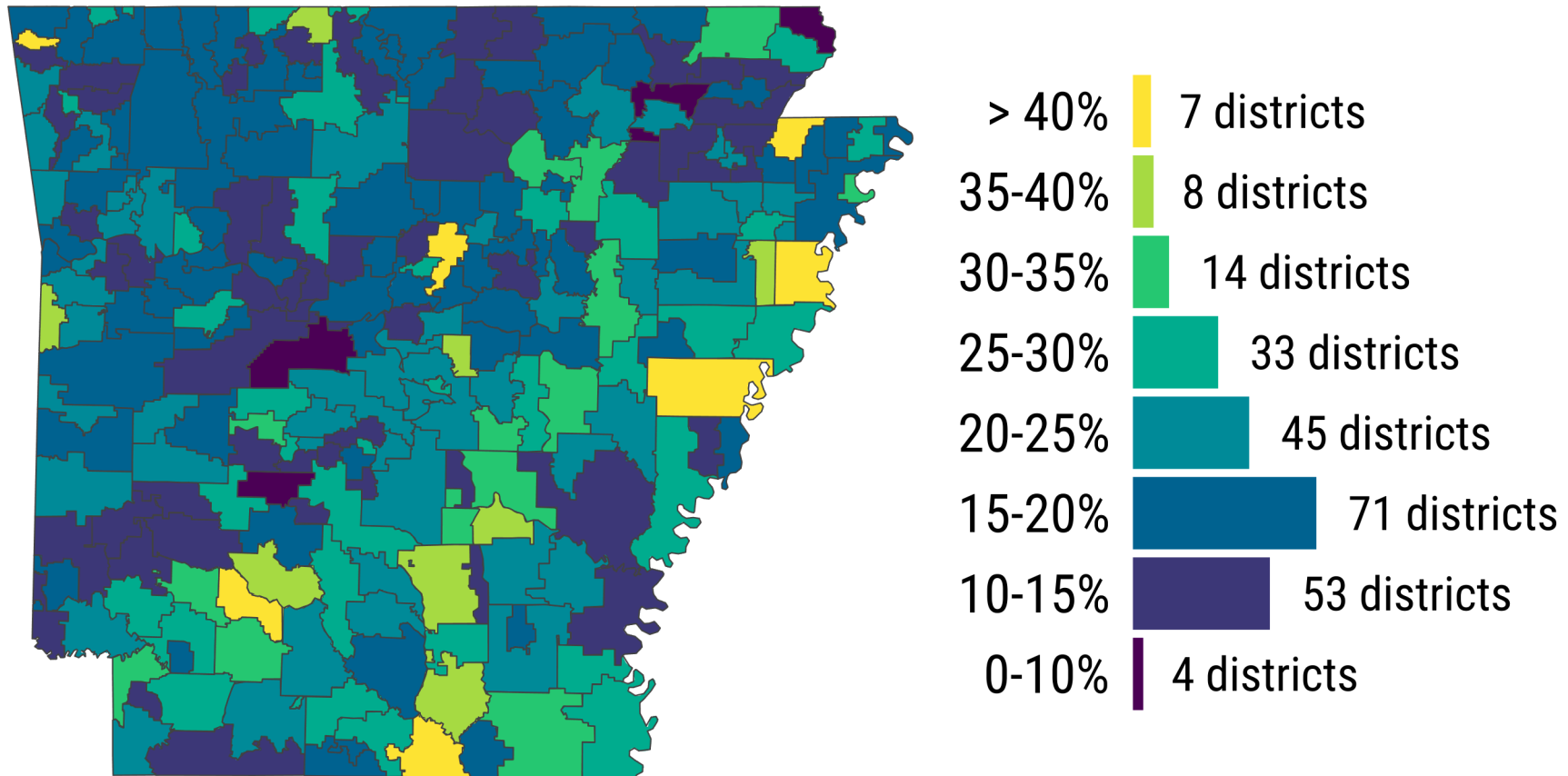


Pre-Pandemic vs. 2022



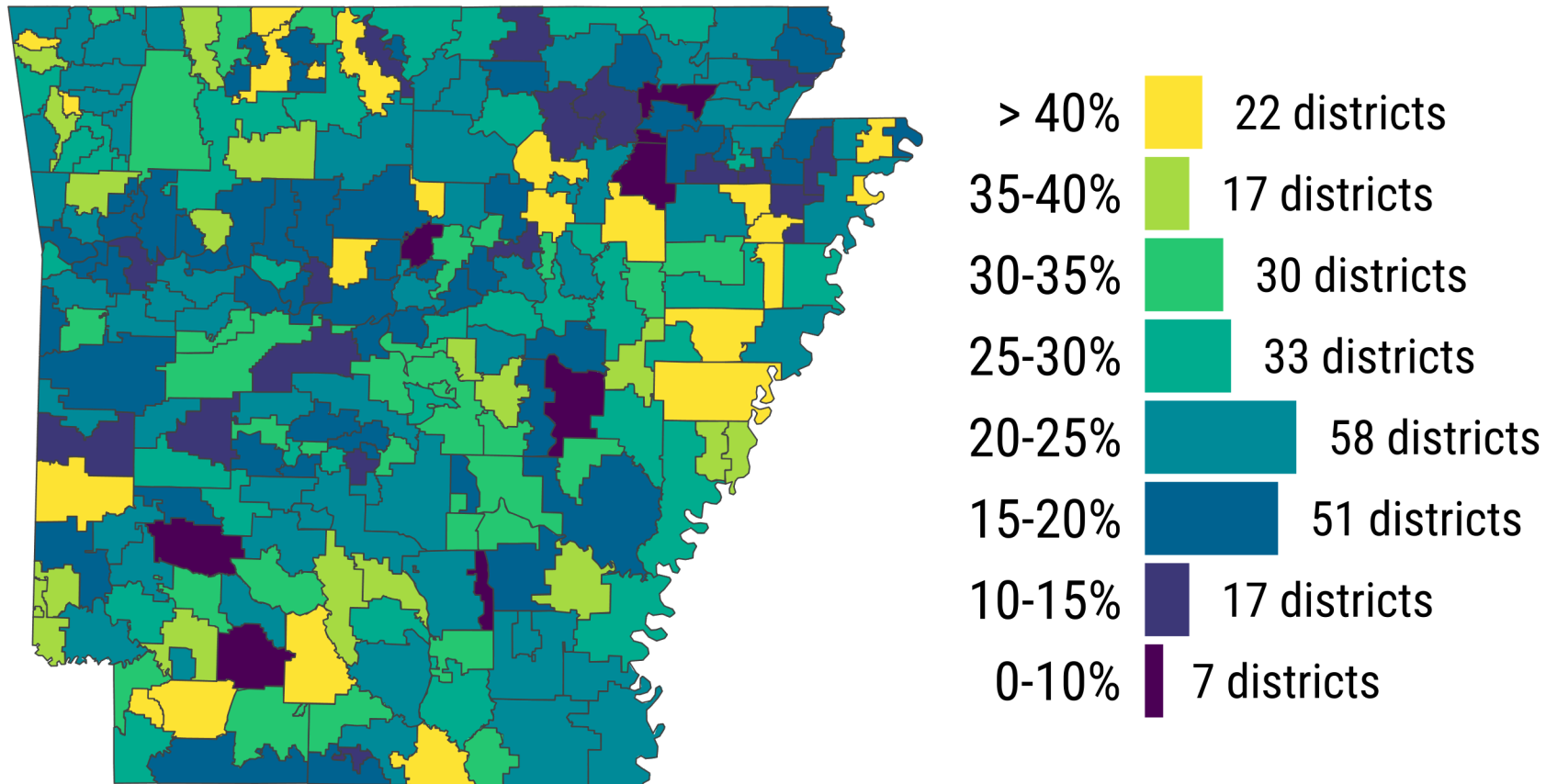
# Turnover varied a lot pre-pandemic.

Average Teacher Turnover Pre-Pandemic (2013-14 to 2019-20), by District



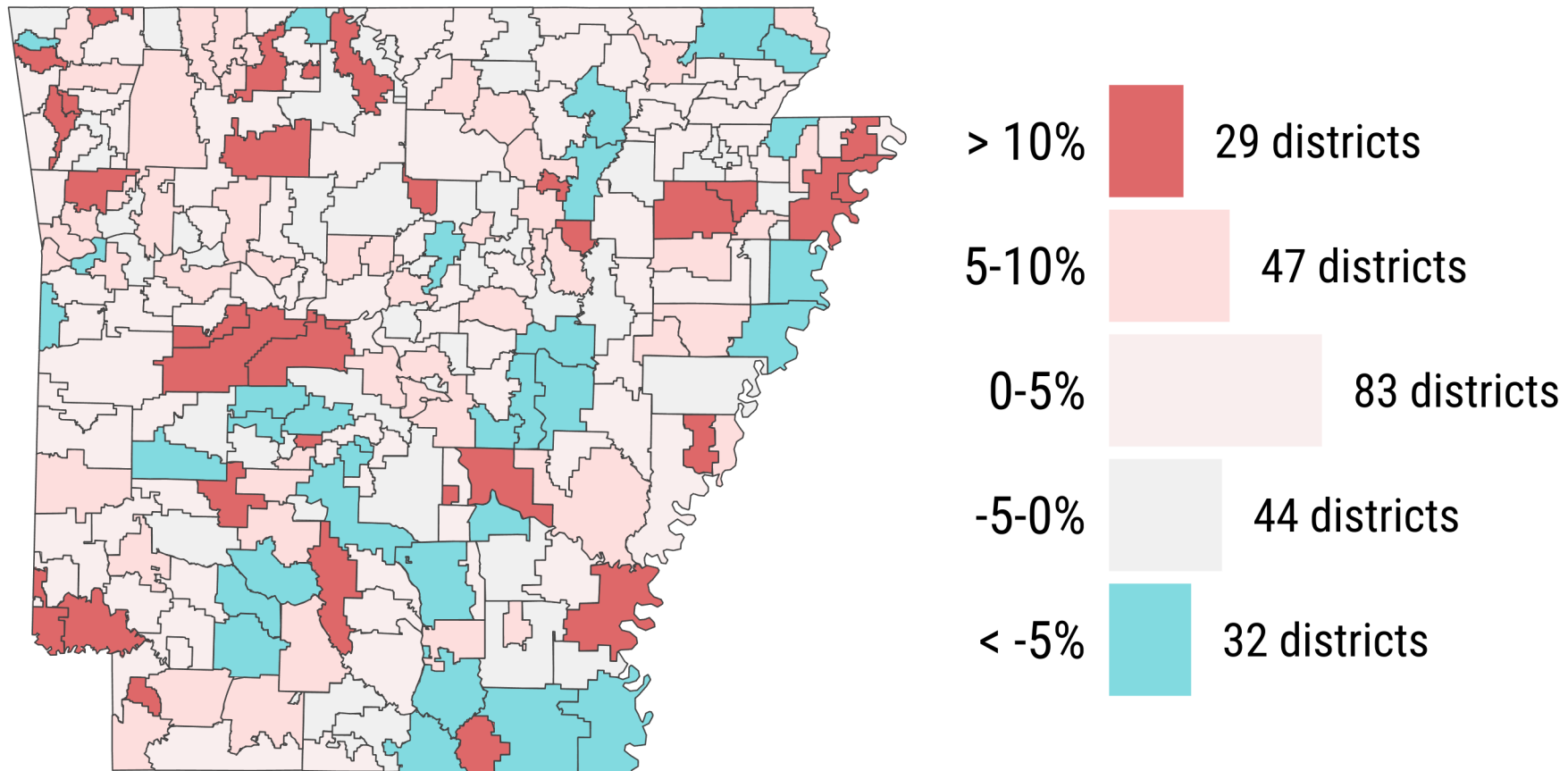
# This year's turnover increases were distributed across the state.

Teacher Turnover Entering the 2022-23 School Year, by District



# Changes in turnover also varied widely.

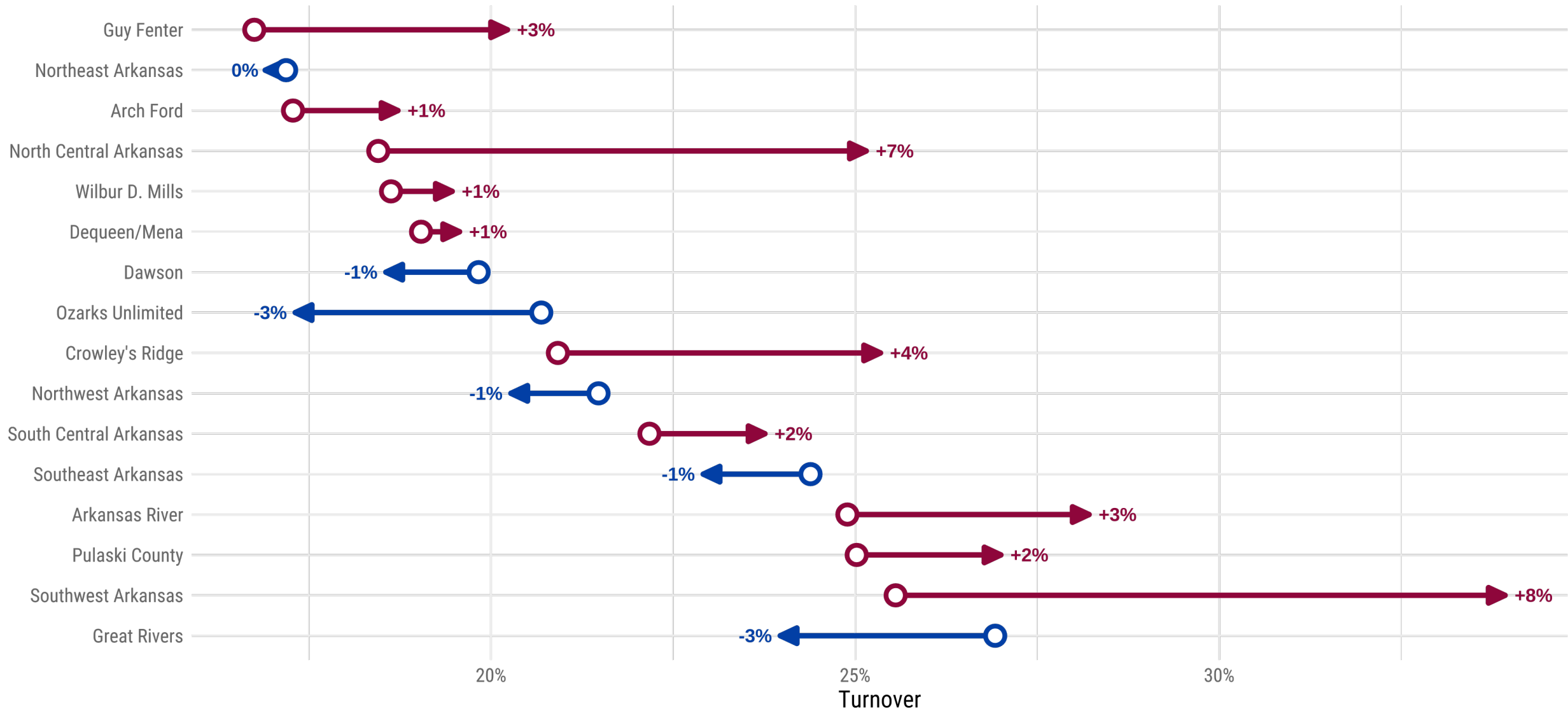
Changes in Teacher Turnover Pre-Pandemic (2014-15 to 2019-20) vs. During Pandemic (2020-21 to 2022-23), by District





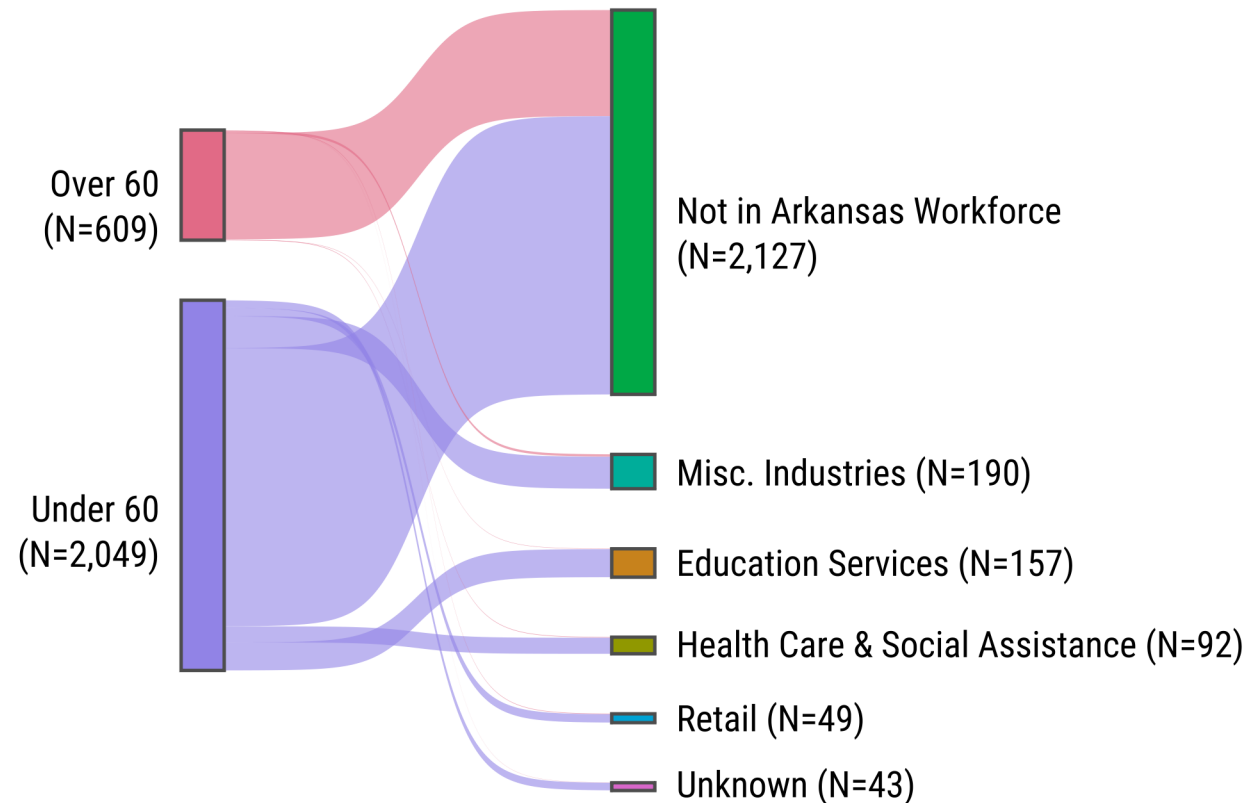
# Change in Arkansas Teacher Turnover

From Pre-COVID Average (2014-2020) to 2022



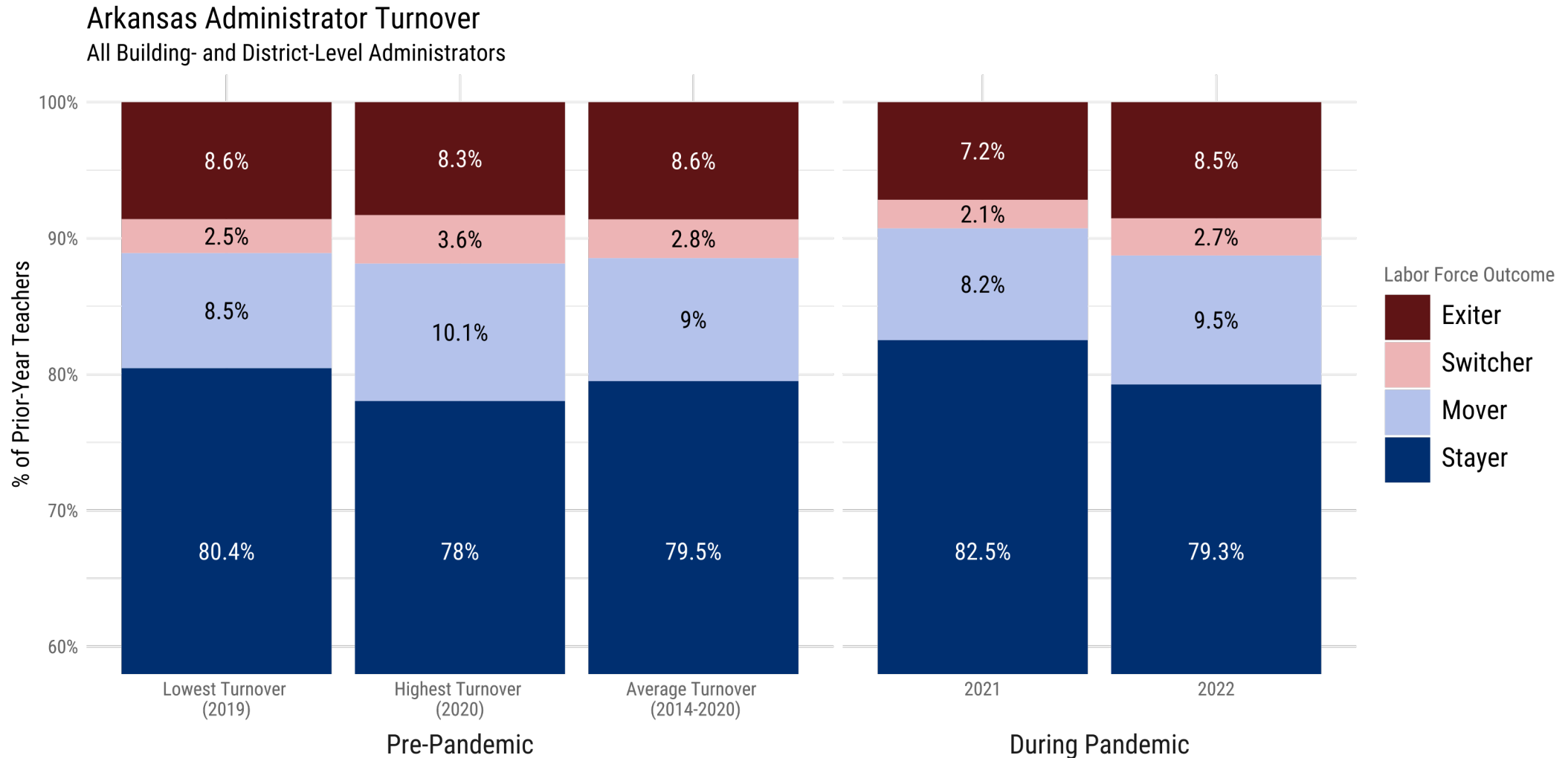
# Eighty percent of Exiters did not appear as employed in Arkansas withing 6 moths of leaving.

Labor Force Outcomes of Exiters Entering the 2021-22 School Year 6mos After Exiting

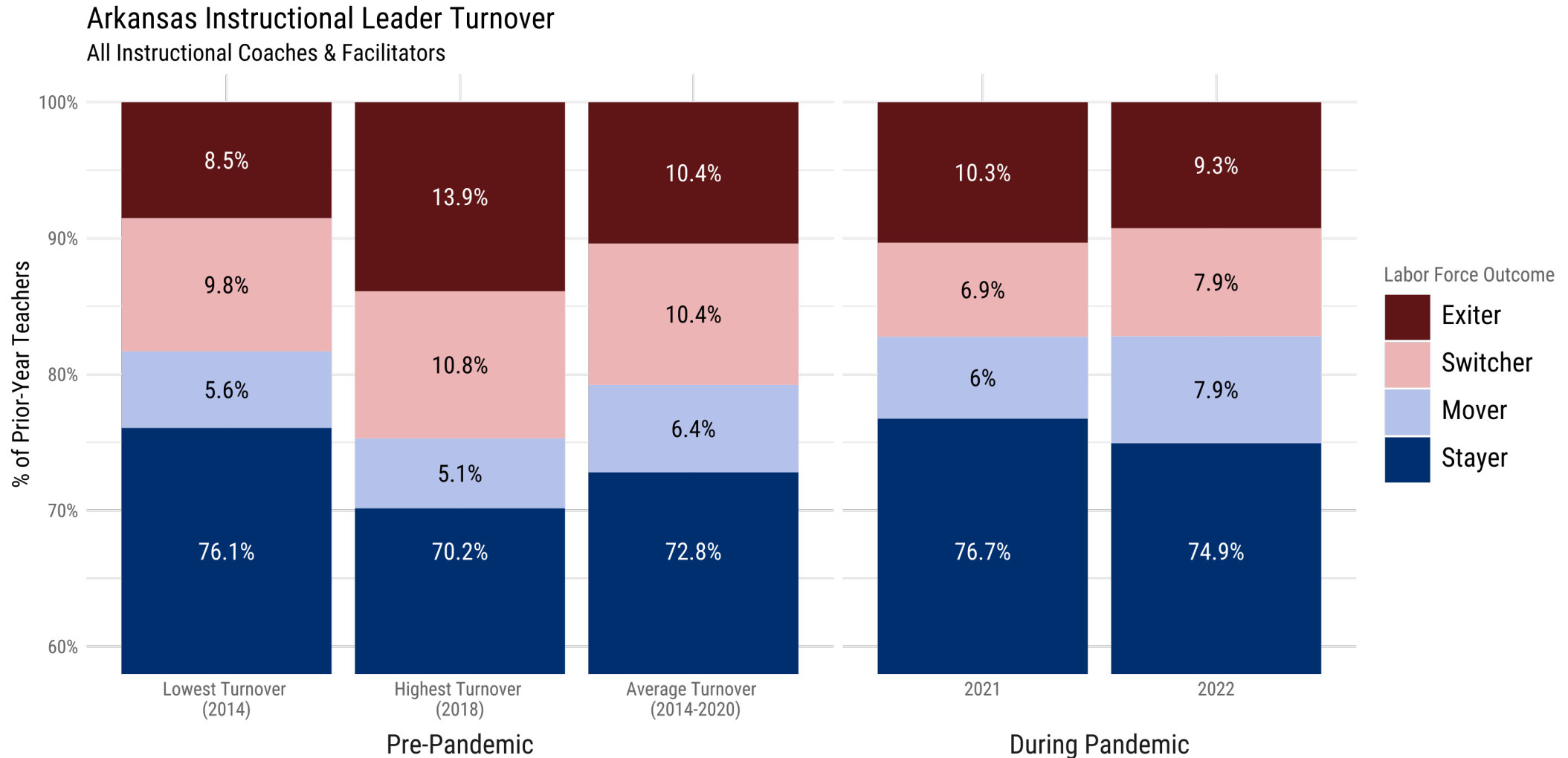


# School Leadership Turnover

# Administrator turnover has not increased much.



# Instructional leader turnover has declined slightly.



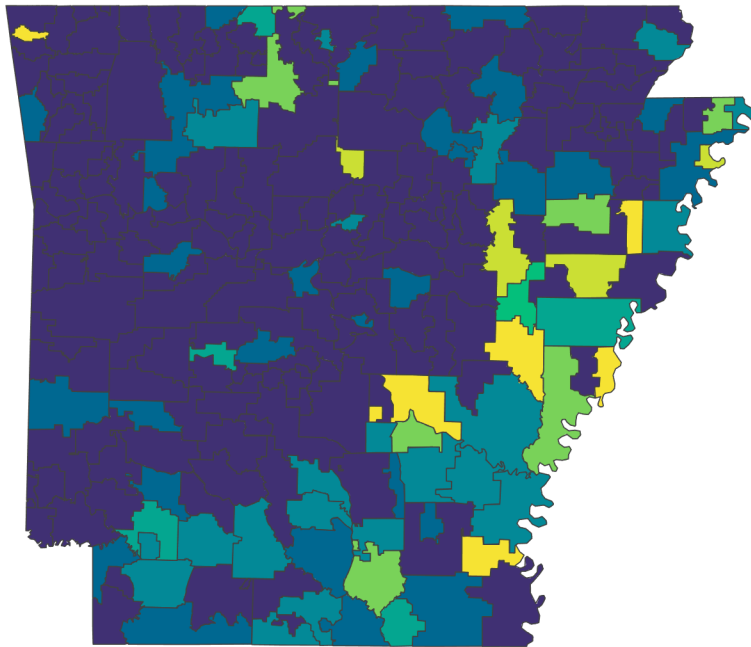
# Licensure Exceptions

# Teachers who are not fully certified can teach in Arkansas under several waiver programs.

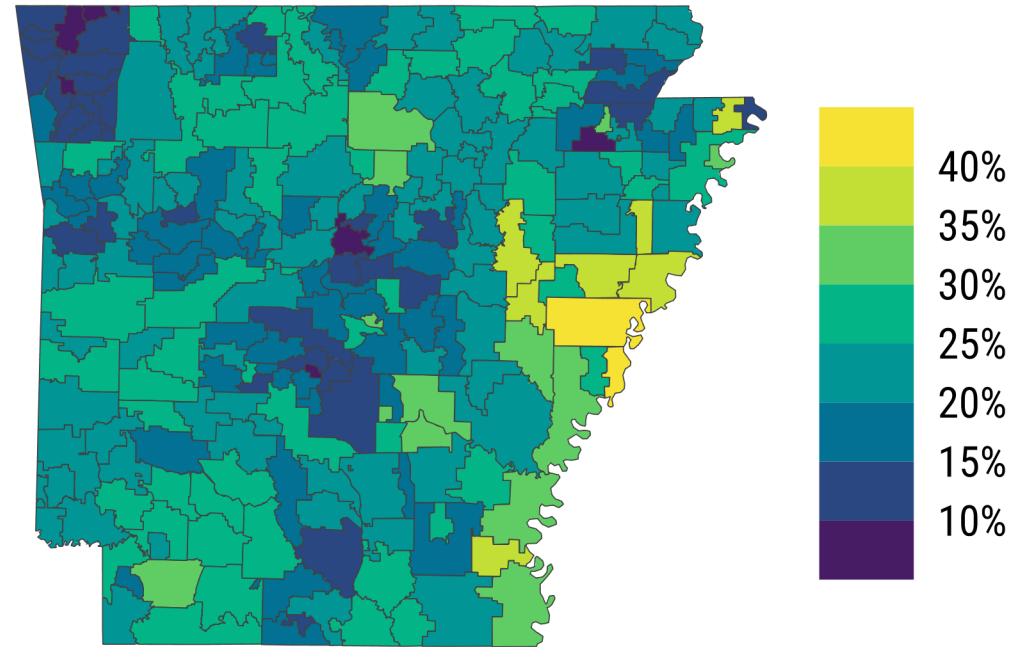
- Waivers include:
  - Emergency teaching permits,
  - Alternative licensure plans,
  - Long-term substitutes, and
  - Act 1240 waivers.
- Statewide, between 8% and 9% of teachers are on a waiver.
- East and south Arkansas districts have the highest percentage of teachers with waivers.
- Waiver use appears to have increased slightly through the pandemic.

Districts with a high proportion of teachers with a licensure exception tend to also have high childhood poverty.

Teacher Licensure Exceptions by District  
Five-Year Average from 2017-2022



Childhood Poverty by District  
2021 Estimates

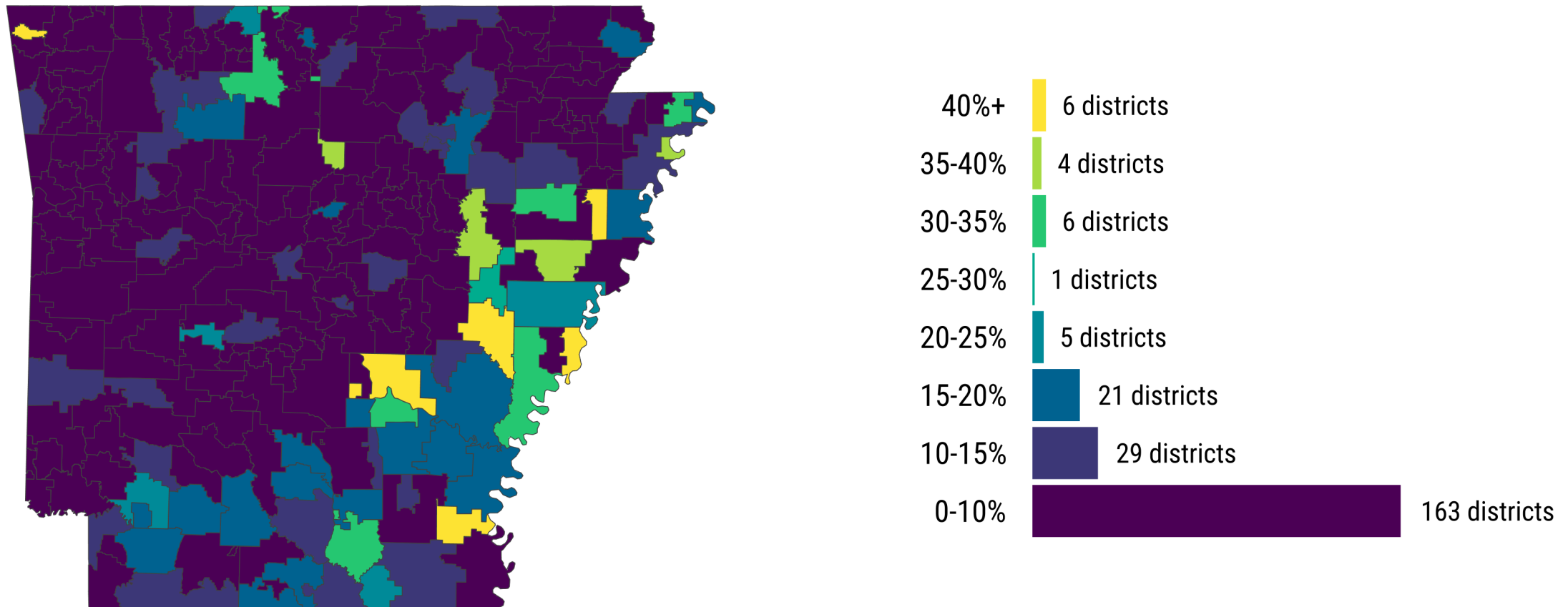


Notes: Licensure Exceptions includes all exceptions captured in the Statewide Information System. Childhood poverty rate uses the U.S. Census Bureau's Small Area Income and Poverty Estimates.



Most districts in eastern and southern Arkansas have more than 15 percent of teachers on a waiver.

Teacher Licensure Exceptions by District  
Five-Year Average from 2017-2022



# Act 1240 Waivers and Classroom Effectiveness

- In the Policy Brief linked below, we investigate the relationship between Act 1240 waivers and district-level academic achievement and growth.
- [The Usage and Impact of Act 1240 Teacher Licensure Waivers in Arkansas](#)
- We find that after statistically controlling for school poverty and size, students in schools that employ teachers on an Act 1240 are **less likely to meet grade-level expectations** on the state assessments.
- However, we also find **insignificant differences in the average student academic growth scores** between schools with and without Act 1240 waivers.

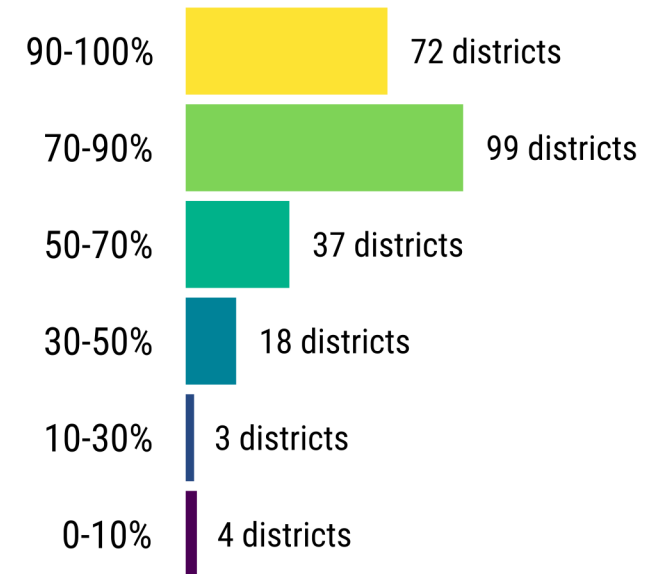
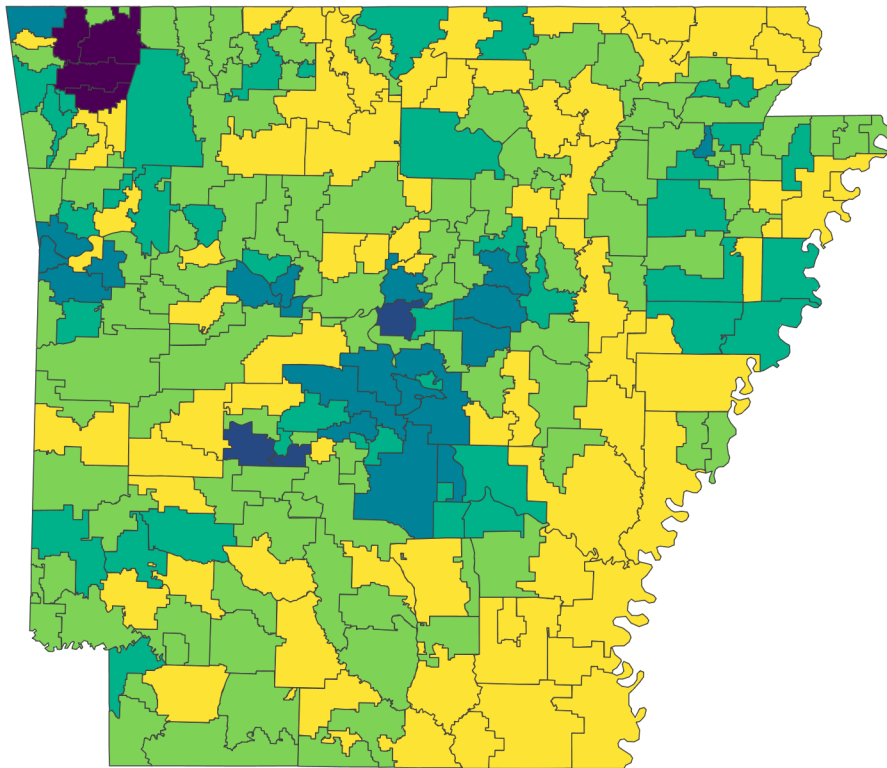
# Act 1240 Waivers and Classroom Effectiveness

- Additionally, we find that achievement and growth varied based on the district-level concentration of teachers on an Act 1240 waiver.
  - Low usage districts (<25% of teachers) demonstrated growth and achievement trends consistent with districts that did not employ any waiver teachers.
  - High usage districts (<25% of teachers) exhibit lower student achievement and growth.
  - However, high usage districts (<25% of teachers) also exhibited lower levels of student achievement and growth before the waiver program began.
- Given these findings, High Act 1240 waiver usage is likely driven by **pre-existing community-level challenges** facing specific, struggling districts, and should be considered as a signal of a need for greater all-around support for these districts.

Pay

Increasing the minimum teacher salary will benefit teachers across the state, but particularly in higher poverty areas.

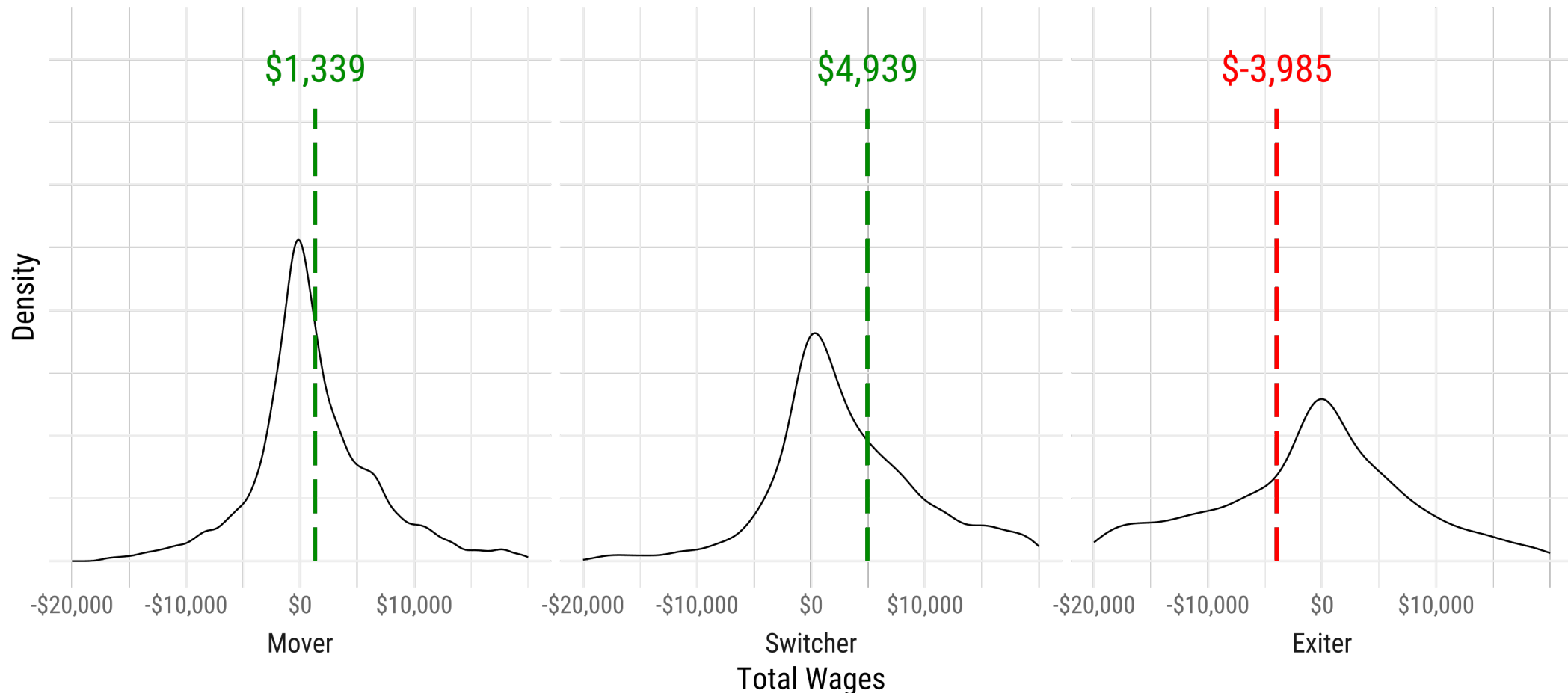
Base Salary Less Than \$50,000  
2022 School Year



Teachers tend to make more when they change schools or switch roles and less when they leave the public school system.

### Teachers' Actual vs. Predicted Wage 1 Year After an Employment Change

One year difference in wages from 2017 through 2022. Dashed line shows median wage difference.



Notes: Teachers aged 60 and older are excluded. Exiters only includes ex-teachers who work in Arkansas when they leave teaching.

Value-Added

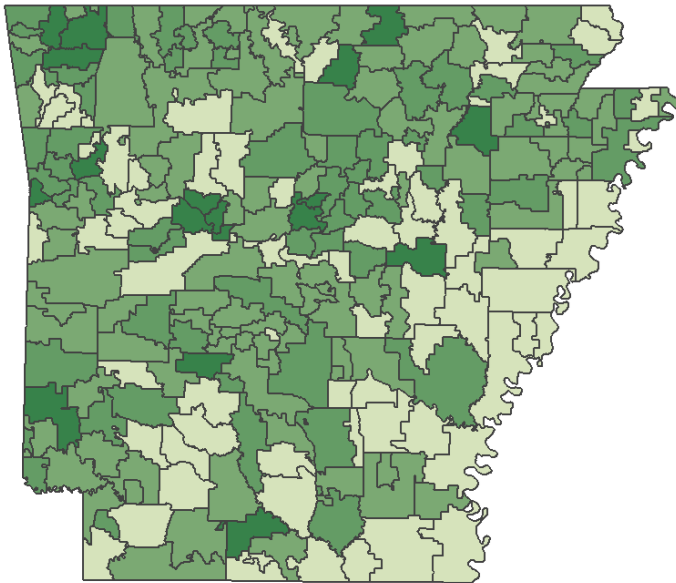
# Key Takeaways

- Teacher value-added (VAM) is not evenly distributed across the state.
- Math VAM is much less evenly spread than ELA VAM.
- Eastern and southern Arkansas generally have lower average VAM.
- Some schools will likely not have any high-VAM teachers in ELA and/or math.

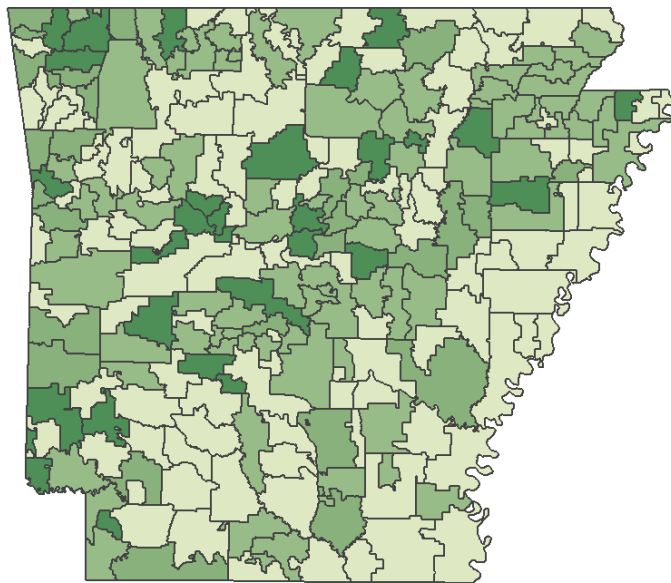


# VAM is not evenly distributed across the state.

Average ELA VAM Years 2018, 2019, 2021



Average MATH VAM Years 2018, 2019, 2021



Average SCIENCE VAM Years 2018, 2019, 2021

